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ABSTRACT

This document consists of transcripts that were taken from tape recordings made during a tour of China by U.S. social studies education students and their professor in 1977. The transcripts record briefings that the tour group received at educational institutions, briefings that the tour group received at educational institutions, factories and other sites in China, and of discussions with Chinese interpreters and educators. The transcripts are intended to document the status of the Chinese educational system and Chinese society in general in 1977, and to provide a background against which to study more recent developments in education and in society in China. The original proposal for the tour made to The Ohio State University and a follow-up evaluation of the program also are included. (DB)

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AN ANALYSIS OF EDUCATION
IN THE PEOPLE'S REPUBLIC OF CHINA

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BRIEFINGS AND DISCUSSIONS

SUMMER, 1977

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An Analysis of Education in
The People's Republic of China--
Briefing and Discussions
Summer 1977

Prologue

The following typed transcripts were taken from tape recordings accumulated during the Ohio State University Social Studies Education Study Tour to China during the summer of 1977. At that time China was still suffering from the impact of the Cultural Revolution (1966-1976) and was only beginning to reshape its educational system, and Chinese Society was responding to the new leadership of Hua Guo Feng. The transcripts serve to document the difficult transition China was experiencing at that time, and they provide a background against which to study more recent developments in Education and in society in China. Included with the transcripts are the original proposal to the university that led to the study tour and a follow-up evaluation of the program.

M. Eugene Gilliom
Professor of Social Studies
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M. Eugene Gilliom

Education-Humanities 698
Proposed Study Tour to The People's Republic of China and Japan - Summer Quarter, 1977

Description of the Course

The proposed study tour to The People's Republic of China and Japan will be offered during the 1977 Summer Quarter. The full quarter program will consist of a two week session on campus in preparation for the ensuing travel and study, five weeks of carefully organized activities abroad, and three weeks devoted to follow-up activities upon our return to the United States. As indicated by the attached itinerary, eighteen days will be spent in The People's Republic of China, with approximately thirteen days devoted to Japan, and four days to Hawaii.

It is anticipated that nine graduate students and advanced undergraduates with an interest in Social Studies Education will be admitted to the program, and that each will enroll for a total of fifteen hours of credit.

A primary purpose of the study tour will be to study Chinese education and selected dimensions of Chinese culture. It is anticipated, for example, that in China the group will visit educational institutions at all levels: nursery schools, primary schools, secondary schools, factory colleges, teacher training colleges, universities, children's palaces, and May 7th Cadre Schools. Arrangements will be made to confer with teachers, school administrators, and students, and to study Chinese textbooks, curricula, and school governing procedures.

Although the group will be concerned with Chinese education in general, we will focus on the teaching of social studies and on citizenship education in particular. Consistent with our interest in the social studies, participants hopefully will gain a more accurate view of modern China--economically, socially, geographically, and politically. It is anticipated, for example, that the group will visit factories, workshops, homes, communes, and commercial centers. In addition, we will visit sites of historical and artistic interest--The Great Wall of China, The Forbidden City, The Summer Palace, and the Ming Tombs. In an attempt to better comprehend modern Chinese artistic forms, the participants will attend concerts, dance performances, and productions of revolutionary opera-ballets.

Attached is the itinerary which has been proposed to Lüxingshe (China International Travel Service). Decisions regarding specific plans ultimately rest with the Chinese, of course, but experiences with a similar study tour in 1975 lead me to believe that our request will be closely attended to. Specific details regarding school visits, etc. are dealt with after one arrives in China; therefore, I have attached the 1975 program in China as it finally evolved in order to provide a more complete picture of the sorts of experiences we can anticipate on the proposed study tour.

Following the eighteen days in China, the group will spend twelve days in an intensive program in Japan. The visit to Japan will provide the group with the unique opportunity to compare a second non-western society with that of China. As much as possible, we anticipate analyzing Japanese-Chinese-American relations, in an attempt to better comprehend international politics of the Far East. As a part of this effort, arrangements are being made for the group to receive an official briefing at the American Embassy in Tokyo.

Although schools in Japan will be recessed for summer vacation during our visit, it is expected that participants will be briefed regarding Japanese education by Dr. Michio Nagai, Minister of Education in Japan. Arrangements also will be made for a tour of the facilities of NHK (Nippon Hoso Kyokai - Japanese Educational Television) and for a briefing regarding the functioning of NHK by Mr. Tadashi Yoshida, Deputy Director General of Broadcasting for NHK. In addition to the formal briefings in Japan, experiences will be organized which should provide the participants with expanded insights regarding Japanese history and culture. (See itinerary)

Basic Objectives of the Study Tour

Participants will:

1. ---become familiar with key events leading to the communist revolution in China, and develop an understanding of the ways in which the revolution has affected Chinese life--politically, socially, and economically.
2. ---develop a fuller understanding of the goals, organization, and philosophy of the Chinese and Japanese systems of education.
3. ---develop a deeper understanding of the dynamics of American-Japanese-Chinese relations, and become aware of the complexities involved in those relationships.
4. ---become familiar with and sensitive to problems currently faced by the Chinese--educationally, socially, economically, and militarily--and better comprehend the manner in which the Chinese are attempting to resolve those problems.
5. ---better understand the relationship between Maoist philosophy and all phases of Chinese life.
6. ---complete a research project dealing with a selected dimension of Chinese life or complete a comprehensive teaching unit dealing with China which can be used in a classroom setting.
7. ---collect a wide variety of teaching materials--colored slides, printed materials, posters, etc.--which will be used in teaching about China and Japan upon our return to the United States.
8. ---as a result of studying life as it is being lived in China and Japan, develop fresh insights into and fuller understanding of the "American systems."

On Campus, Pre-Trip Segment of the Program, June 20-June 30

Several seminar sessions will be held during the spring quarter so that participants will (1) become acquainted with other members of the group; (2) become oriented to the program and the academic requirements involved; (3) identify research projects on which they will be working as a part of the program; (4) begin an extensive reading program in preparation for the study tour.

The pre-trip segment of the summer session will involve a series of sessions designed to extend beyond the reading participants will be doing about China and Japan. Participants will share with seminar members for their reaction and criticism the research projects on which they will be working. (See attached form) In organizing helpful seminar sessions, it is anticipated that we will draw on the expertise of members of the Ohio State University community who have visited China recently. We anticipate, for example, arranging meetings with the following guest speakers: Dr. Harold Enarson, Professor David Lampton (Political Science), Professor Samuel Chu (History), Professor Franklin Buchanan (Education Development), and Professor Leonard Schneiderman (Social Work). Professor Robert Sutton (Curriculum and Foundations) and I, of course, will draw on our experiences in China in 1975 in helping to prepare the participants for the study tour.

One meeting will be held with several study tour members who participated in the 1975 program, and several films dealing with modern China will be viewed. In addition, participants will have the opportunity to review and evaluate a broad range of recently published teaching materials dealing with China and Japan, and they will have access to approximately six cassette tapes made by experts in the field of Chinese studies. One session will be held at the

University Health Center with Dr. Garner to consider health matters related to the trip and to set up an immunization program for each participant.

Post-Trip Sessions

Upon our return to the United States it is expected that a series of debriefing sessions will be held in which participants will (1) present their research findings; (2) synthesize their findings, reassess their observations, and attempt to surface and deal with the implications of their experiences for their future teaching. Periodic seminars will have been conducted during the course of the trip, and the debriefing sessions should serve as a logical extension of the earlier meetings.

Academic Expectations

The following will be expected of the study tour participants:

(1) Participation in all pre-trip and post-trip seminars.

(2) Participation in all tours, visitations, briefings, and seminars while abroad.

(3) Completion of a special study to be carried out while abroad and to be filed in writing at the completion of the quarter. The study may take the form of a research project or the development of a teaching unit, depending upon the needs and interests of the individual student. An approved proposal must be filed prior to our departure for Asia. Graduate students' final reports will be evaluated with graduate standards in mind, and should be written with potential publication as a goal.

(4) Completion of all required reading and submission of a bibliography of all reading done in preparation for the trip.

(5) Compilation of a daily log during the trip, in which observations, analyses and reflections are included.

(6) Leadership of a seminar session while abroad, dealing with the special study being carried out. (Graduate students only).

Student Participants

Nine students will be accepted into the study tour. Although Ohio State University students at the main campus and branches will receive primary consideration, qualified students in good standing at other universities will be considered for the program. Since interpreters are provided in both China and Japan, and since English is widely used in Japan, fluency in neither Chinese nor Japanese is required. Applications from qualified undergraduate and graduate students will be considered. Although the focus of our program will be on social studies education, students in related fields in education who possess an interest in the social studies will be eligible for the program.

Participants will be selected on the following bases:

(1) Past academic performance.

(2) motivation for participating in the program.

(3) The degree to which the study tour experience would seem to enhance future teaching effectiveness.

Each participant will be interviewed personally and will be required to submit three personal, written references.

A Final Word of Justification

Americans traditionally have given the social studies teacher the primary responsibility of developing in our nation's youth a sense of world citizenship--an appreciation of other peoples and other ways of life; an understanding of the power struggle in international politics; an awareness of the overwhelming problems faced by developing nations and of the dismal implications of the population explosion; and, a sympathy for and empathy with people throughout the world who continue their struggle to share in human dignity.

As difficult as the achievement of these lofty aims appears to be, they seem particularly appropriate in these times. In spite of this responsibility, however, the professional preparation of social studies teachers typically has included little work in international affairs, and university students rarely have had the opportunity to break away from the confining atmosphere of campus life in an effort to combat the pitfalls of ethnocentricity and provincialism. The study tour to China and Japan is an effort--small though it may be--to combat these weaknesses. It is our hope that the students who participate in the program will significantly broaden their grasp of world affairs and will deepen their understanding of the Chinese and Japanese peoples, governments and cultures. The experience should help to "flesh out" the participants' previous work in history and the social sciences and should, in turn, significantly enhance their teaching upon their return to the United States.

Evaluation of The Social Studies Education
Study Tour to The People's Republic
# of China and Japan, Summer, 1977

I. Introductory Statement

The enclosed study tour proposal which was approved at all appropriate levels during the 1977 Spring quarter includes a description of the study tour program, objectives I had established, descriptions of on-campus activities, a statement of academic expectations, and various forms and information sheets relating to the study tour. In this report I will elaborate upon this information while evaluating the study tour.

II. On-Campus Segment of the Program

A. Pre-Trip Program

I feel strongly that a carefully planned pre-trip program is vital to the success of a study tour. In light of that conviction, I met with my group of nine students* informally on three occasions during the 1977 Spring quarter. The purpose of these early meetings, as indicated in the proposal, was to assure that participants would (1) become acquainted with other members of the group; (2) become oriented to the program and the academic requirements involved; (3) identify individual projects on which students would work during the program (see attached proposal form); and (4) begin an extensive reading program in preparation for the study tour (see attached bibliography).

Meeting with the students well in advance of the quarter during which the study tour was to be held provided ample time for the participants to prepare in depth for the experiences abroad which were to follow. Each student extended well beyond the minimum required readings--a fact born out by the background they brought to the numerous and wide ranging discussions we held with our Chinese hosts. The Chinese were consistently impressed with the level of the students' knowledge about China. Without question, the study abroad was enriched by our heavy emphasis on pre-trip preparation.

An intensive interdisciplinary ten-day program was held on campus during the Summer quarter prior to our departure for the Orient. The sessions extended upon the reading the students had done during the Spring quarter, and they helped further to sharpen the group's focus of study. In addition to the group meetings, I held individual conferences with each student regarding his/her individual project. Following is the schedule of on-campus meetings with a listing of guest speakers.

---

* (Eight graduate students and one senior in Social Studies Education.)

Monday, June 20	9:00-10:00 a.m., Organizing Session, 227C Arps Hall. 10:00-12:00 a.m., Film - "The People of The People's Republic of China."
Tuesday, June 21	9:00-11:00 a.m., Professor Sam Chu (History) Watts 279. 11:00-12:00 a.m., Professor Gene Ching (East Asian Language and Literature) Watts 279.
Wednesday, June 22	10:00-12:00 a.m., Professor Leonard Schneiderman (Social Work) and Professor H. Yuan Tien (Sociology) Watts 279.
Thursday, June 23	10:00-12:00 a.m., Meet to report on progress of individual projects, Jones 055.
Friday, June 24	9:00-10:00 a.m., Professor Charles Stephen (Geography, Marshall University). 10:00-12:00 a.m., Mr. David Schooler (City National Travel) Jones 055.
Monday, June 27	9:00-12:00 a.m., Professor David Lampton (Political Science) Jones 055.
Tuesday, June 28	9:00-12:00 a.m., Final Organizational Meeting, Arps Hall 227C.

As indicated in the proposal, each student identified an individual project on which to focus during the study tour. It was assumed that this would encourage depth as well as breadth in their preparation. The assignment assured the group a broad range of "expertise," a fact which aided in questioning the Chinese in depth during the many briefings and discussions in which we participated. During the study tour each student periodically reported in seminar on the status of his/her study. At the completion of the study tour, the students submitted written reports, pulling together their findings relative to the special projects. The projects on which students worked were as follows:

Regis Birckbichler - The Function of the Revolutionary Committee in Chinese Education.
Ann Casey - Special Education in China.
Steve Corwin - Emotional Needs of Chinese Children and the Ways in Which They Are Expressed and Fulfilled.
JoAnn Orr - Literacy and Libraries in China.
Judith Ritchey - Reading Habits of Chinese Children.
Linda Schnulle - Sources of Motivation in the Chinese World of Work.
Wanda Short - Recreational Interests of Chinese Children.
Charles Stephen - Conservation Awareness in China and the Development of a Conservation Awareness Through China's System of Education.
Andrew Thress - Teacher Training in China.

B. Post-Trip Program

A series of seminars and individual conferences were held after our return from the Orient. The purpose of these meetings was to encourage the students to reflect on and analyze the overseas experience, and to identify the implications they held for the teaching of the social studies. All students presented to the group for discussion and criticism final reports on their special projects.

C. Evaluation of the On-Campus Segment of the Program

As mentioned above, I feel that pre-trip preparation is vital to the success of a study tour. The same can be said for the post-trip follow-up. The sessions we held before our departure, coupled with the intensive reading program, clearly helped to assure a quality experience abroad. The post-trip program, on the other hand, provided the students with the opportunity to reflect on and analyze in an objective manner the experiences they had had in China and Japan. The post-trip seminars at once proved stimulating, constructive, pleasurable, and at times disturbing and emotional. One does not return from such a trip unaffected or unmoved. The follow-up sessions aided immensely in bringing perspective and meaning to the group's experiences, and helped to "jell" the group's reflections and insights. That the seminars held throughout the program were effective is borne out by the fact that the group periodically has continued to meet informally since the completion of the program.

For study tours similar to this one, I would again handle the on-campus pre and post-trip segments in essentially the same manner as I did on this occasion. New resource people on campus will emerge, of course, and I would anticipate capitalizing on their expertise. In addition, I will have added to my collection of audio tapes and materials to be made available to students, and will have updated the bibliography. The basic format, however, I feel is sound.

III. The Program Abroad

Although the Japanese segment of the program was solidly confirmed prior to our departure for the Orient, we were not totally certain of final itinerary in China before our arrival. In dealing with the Chinese one submits a request for the kinds of experiences he hopes to have, and trusts that his wishes will be met to the greatest extent possible. Since one of our primary foci was Chinese education, we naturally asked for experiences reflecting that interest: visits to schools at all levels (nurseries, kindergarten, primary and middle schools, teacher's colleges, universities, July 29th factory colleges, and May 7th Cadre Schools), meetings with students, briefings by educators, etc. In addition, we hoped to be exposed to political, economic, social and cultural dimensions of Chinese life. As the enclosed itinerary indicates, the Chinese clearly responded to the spirit of our request and provided us with a program offering an excellent range of experiences.

We witnessed Chinese education at all levels, and in addition, attended symphonies, operas, ballets, and acrobatic performances; visited communes, pumping stations, factories, and workshops; met with Chinese families in their homes; visited museums and sites of historical interest; and we had numerous formal and informal conversations with the Chinese regarding topics of mutual interest and concern. We travelled a total of 2,500 miles within China, and during that time received a broad sampling of life in The People's Republic today.

Whereas our experiences in China provided reasonable depth as well as breadth to our study, our program in Japan was somewhat less effective. This is not to imply that our time in Japan was not well spent. It was. The fact, however, that Japanese schools were not in session during our visit and that the Japanese are not as well geared to provide the broad range of experiences we had in China (visits to homes, communes, factories, etc.) made our stay there somewhat less productive than I would have liked. Yet, the program did provide a stimulating introduction to Japan. The students came away with the feeling that they had experienced a reasonable taste of Japanese culture and that they had become more sensitive to issues facing modern Japan. After our full and demanding schedule in China, it seemed reasonable to schedule more time for independent activities in Japan. I was pleased that the students used the time to full advantage in activities which complemented the formal program.

In terms of our meeting the basic objectives for the study tour as identified in the enclosed proposal, I feel that the program was clearly successful. This is particularly true in reference to the objectives dealing with China. If we fell short in achieving any objectives, I suspect that it was in the degree to which we met numbers two (the section on Japan) and three. The students did develop some insights regarding Japanese education from our briefings and the visit to NHK (Nippon Hoso Kyokai), and they did become more sensitive to Japanese-American-Chinese relations, primarily as a result of our excellent briefings at the U.S. Liaison Office in Peking and the U.S. Embassy in Tokyo. Yet, on another trip I would seek more depth in these areas.

IV. Thoughts on Future Study Tours to China and Japan

I definitely hope to lead similar study tours to China and Japan in the future. One never knows for certain that he'll be admitted to China, of course, but I feel that our 1975 and 1977 trips have served to develop a reservoir of good will in China for The Ohio State University. Although no guarantees were given, I was encouraged by our Chinese hosts to propose another study tour in 1979. I consider this encouragement highly promising, considering the fact that relatively few Americans are being admitted to China--almost none on a repeat basis. I was told by Mr. Pi, Head of the American-Australian section of the China International Travel Service, that approximately 1,000 Americans were admitted to China in 1975 of a total of 350,000 who applied for admission. I consider this program to be among the most significant at The Ohio State University in terms of the impact it has had on student participants. Without question, in my opinion, it should be nurtured and supported to the fullest.

Based upon the experiences of last Summer, I would anticipate making several changes if I were to lead another study tour to China and Japan. I would hope, for example, to increase the amount of time spent in China and to decrease the time devoted to Japan. China would then become even more the focus of the program. I would still plan the trip for a total of five weeks, capitalizing on the APEX group travel arrangement with the airlines. Rather than entering China by way of Tokyo as we did this Summer, I would anticipate flying directly to Hong Kong. After spending several days in Hong Kong, we would enter China by way of Shumchun. I would hope for a stay in China of about twenty-five days. The program in China would be similar to that of last Summer except that I would propose also spending time in Canton and Hangchow. We would fly from Shanghai to Tokyo for a four day stay and would stop in Hawaii for three days free time. The pre-trip and post-trip on-campus programs would be organized in fashion similar to those of last summer.

Submitted by

M. Eugene Gilliom
Professor
Social Studies Education

BRIEFING AT THE PEKING HEAVY ELECTRIC MACHINERY PLANT

Peking, 7-4-77

BRIEFING AT THE PEKING HEAVY ELECTRIC MACHINERY PLANT

Peking, 7-4-77

On behalf of the Revolutionary Committee of the Peking Heavy Electric Machinery Plant and on behalf of the workers of the factory, I extend a warm welcome to our American friends.

The name of our factory is Peking Heavy Electric Machinery Plant. It was built in 1958 during the Great Leap Forward.

There are all together more than 6,000 workers and staff members in this plant among which 1,800 are women workers.

The factory covers an area of 580,000 square meters. The total floor space is 240,000 square meters.

The products we turn out are turbo generators, medium sized DC and AC motors and turbines.

We also turn out 25,000 kilowatt turbo generators and turbines with capacities of 50,000, 75,000 and 100,000 kilowatts.

The DC and AC motors we turn out have a capacity of 250 kilowatts to 3,200 kilowatts with the variety of more than 50 times. We also turn out some oil tanks, according to the needs of the country.

At the beginning of the factory, during the Great Leap Forward in 1958, we carried out our Party's call to go all out, aiming higher to build our country more economically. While we were building the factory we began to turn out products.

Of course we did make some contributions to the socialist construction.

Due to the sabotage by the Revisionists, both from outside and from within our country, especially the revisionalist line carried out by Liu Shao-chi, our factory has met with some difficulties.

After the Great Proletarian Culture Revolution and the movement to criticize Lin Piao and Confucius and also the movement to criticize and repudiate the Gang of Four, the great masses of our workers have raised their political consciousness and there has been a great change in their working spirit.

The workers are holding higher the great banner of Angkong Anshan Iron and Steel Plant, and they are carrying out the movement to learn from Taching. The industry and the workers are carrying out the technical innovation movement and they are doing a good job in production.

Since 1969 our plant has fulfilled or over fulfilled the state quotas at the pace of 10% every year.

We have achieved more than 2,700 technical innovations among which 180 are very advanced ones.

As you will see, these technical innovations include a four times 12 meters double housing planer and a boring machine with 200 millimeter diameter and 5 meter single and vertical blades.

According to the original plans we were to only turn out 25,000 kilowatt turbo generators, but now we are turning out 100,000 kilowatt turbo generators.

The staff members in our plant are deepening their movement to criticize and repudiate the Gang of Four, and to criticize and repudiate the crimes committed by the Gang of Four. They are also carrying out the movement to learn from Taching in industry and to do a good job in carrying out our party's call to grasp the key link and to run the country well as was put forward by our Central Committee headed by Chairman Hua Kuo-feng. We are helping to develop a good situation in our country with the practical achievements and by grasping the revolution and promoting production.

Since the beginning of this year we have fulfilled or over fulfilled the monthly task quota and in the first quarter we have increased, overfulfilled our task by 5%

During the past 20 years our factory has achieved much and has grown from a small factory to a big one. We think that this is the result of Chairman Mao's directives that we rely on our own selves and that we keep initiative in our own hands. This growth has been a result of the Great Proletarian Cultural Revolution and of Chairman Mao's revolutionary line.

Of course we still have much work to do, and we hope that while I'm showing you around you will put forth your suggestions and any opinions.

While I am showing you around, make yourselves at home and any suggestions and opinions are welcome.

We shall show you the whole procedure of the production of turbines and turbo generators. If you are interested we can show you the kindergarten of our factory. And we also have a July 21st College in our factory. We will show you this college and have discussions there. We shall first show you around and then have a discussion. Does this sound agreeable to you?

We'll come back here then and ask questions?

Yes. Now, have some tea.

Briefing at the July 21st College of the Peking Heavy Electrical Machinery Plant

We extend our warm welcome to American friends on behalf of the staff members and the students of this July 21st college of the factory. First we'll have an introduction to the college and will then visit some classes.

Chairman Mao has said that the schooling period should be shortened and the educational system should be changed so that technicians could be trained from among the workers.

The July 21st college in the Peking Heavy Electric Machinery Plant was set up along with Chairman Mao's July 21st 1968 directive. This college was set up on the 7th of May, 1971.

Through these several years of running the school in our factory we have adhered to Chairman Mao's educational policy to enable everyone who seeks an education to develop morally, physically and intellectually and to develop into workers with both socialist consciousness and professional competence.

In running the college we practice a three in one combination. That is, to combine the teachers, the students and the workers in running the college. It is open door schooling. For example, the teachers walk out of the college and invite veteran workers into the college. We also stick to the method by which we do the teaching with the help of the typical top (best workers). We now operate by a system in which teaching, production and scientific research are combined into one.

We have enrolled on three occasions students since 1971. That is, on two occasions students have graduated from this college. A typical number to graduate from our college is 81.

We have three specialties in our college: the designing of turbines as well as turbo generators and the training of mechanics.

The students who are studying here are divided into two specifications. Namely, they are thermoelectric mechanics and those who specialize in turbine machines.

The students who are studying here came to the college in April of this year.

We have another specification, that is the electric machine. The students learning electric machine manufacture are studying in Chinghua university, that is not in this college, but outside this factory.

There are three ways to run this worker college. The first one is the factory run college. That is the college is run by this factory. And the second one is the factory runs the college with the help from an outside university. The third one is the college is run by factory and university in a combined way.

In this college we have both long term students and short term students. The specifications for thermo-mechanics were established by the factory with the help from the outside university. Likewise, specifications for the Electric Machinery program were established by our factory in consultation with the outside university.

The primary goal of this college is consistent with Chairman Mao's directives. To be specific, we are training our students to learn Marxism, Leninism and Mao Tse-tung thought.

And also the students are required to learn scientific knowledge.

The second purpose of our college is to train our students in techniques of production and to prepare them to do a good job in the movement of class struggle, production, and scientific research. We hope that our workers will develop both political consciousness and technical confidence.

Questions and Answers Regarding the Machinery Plant and the College

Question: Which workers can become students?

They volunteer themselves first and then are recommended by their fellow workers and are approved by the leaders.

Students should put politics in command, that is they should be politically strong. They should also want to learn technique.

The student must submit to the assignment of the party committee of the Factory.

Question: In this factory are there school records or do children of factory workers come to work in this factory--how do you fit in new people?

Questions concerning this college will be answered by the teachers and students and questions about the factory will be answered by the staff members or workers.

Workers are selected from those intellectuals who settled down in the countryside for more than two years. The number of new workers were assigned by the State according to the development of our economy. The students will also be recommended by the poor and lower-middle peasants.

And also we selected students from the technical schools that were run by the factory. After one or two years study students will be assigned to work in this factory.

The workers are selected on the basis of four factors. The first is the political ideology of the workers. The second is their attitude toward labor. The third is the level of their technique. The fourth is how the worker contributes to the socialist construction.

We readjust the wage level of the worker according to the development of the economy of our country.

We are practicing an eight wage system in our factory. The wages differ from 34 yuan to 108 yuan per month.

There are no differences between students and apprentices so far as wages are concerned. The students in this college are selected from different workshops in this factory. They are advanced workers. To be specific, these students are being paid while learning their knowledge in this college. The students enjoy the same pay as they did when they worked in the workshop.

The workers who graduate from this college are assigned according to the need of the factory. If they are needed in some technical post, they will be assigned the technical work if not to some other work.

A student occasionally wants to do some other things like playing basketball or being an acrobat. That will be decided according to the need of the factory. If the factory needs that, he can do that.

They have never had a problem with students who don't want to study anymore or who would rather play basketball than study.

The students who study in the college are selected because they wish to be here. They were recommended by their fellow workers. If there should be one student who didn't want to study any longer, he can go to do what he likes.

There have been twenty-five women students in the three terms and seventeen have been graduated from the college.

Everyday they get up at 6:00 AM and do some morning exercises for half an hour. Breakfast is at 7:00 AM. The class begins at 7:15.

Teaching materials are designed and organized by the teachers. There are four classes in the morning during which there is a break for about half an hour. The four classes are divided into two. The first two classes are for the teachers to give lectures and the next half for the students to learn by themselves.

Lunch is at 11:10 AM. Class begins at 1:30 in the afternoon. They have enough time for taking a nap. The class will end at 4:15 in the afternoon. From 4:15 PM to 5:30 PM the time is devoted to the study of Marxism, Leninism, Mao Tse-tung thought.

The students can play basketball or do recreational activities after 5:30 PM. From 7:00 PM to 9:00 PM the students review what they have studied during the day.

The students can go to the movies at the factory or they can watch films on television if they like. At 10:00 PM it is time for going to sleep.

Question: It sounds as if the students live here in the compound.

That's right. The dormitory is within the factory. This student graduated from high school in 1964 and was assigned to work on a lathe in this factory after graduation.

He worked on the big single arm vertical lathe for thirteen years before he entered this school.

He once attended a night school run by the factory.

The third term of the July 21st college in this factory began in April of this year, and he was selected to be a student.

Many young workers and also some old workers want to attend this college.

Altogether 64 young workers in the workshop have applied to attend the college. The total number of young workers in the workshop is about 140.

The two other young workers who are here were recommended by their fellow workers and were approved by the Party secretary. After he was approved he came to this college and studied in high spirits. He has been studying in this college for three months. He gets 45 yuan for his monthly pay and when he came to this college he received the same pay, that is 45 yuan a month.

This college was run by the factory so was supervised by the Revolutionary Committee of the factory. A deputy leader on the Revolutionary Committee of the factory was also a leading member in the college.

The reason for the students' learning English is to further friendship between the Chinese people and other peoples. In addition, English helps a lot to translate and exchange technical information. They devote most of their time to learning knowledge. Those who are apprentices just work, devoting most of their time to working instead of learning. That's the difference between workers and apprentices.

Those students who are approved and recommended by their fellow workers and the Party Committee must have more than 5 years of work experience.

The college is run by the factory, so most of the teachers are selected from the technicians in the factory.

The wages of teachers are different from the teachers in the universities outside the factory.

They do not know the wages of the teachers in the universities out of this factory.

The teachers in this college receive the same pay as workers in the factory. The wages of the technicians are divided into 16 grades.

Those who are at the lowest three grades, that is the 14th, 15th and 16th, are assistant technicians. They receive 37 yuan per month.

Those who are at more than 9 grades are engineers. Among those who receive the highest pay, a first grade engineer receives more than 300 yuan per month.

The workers and the staff members in this factory compete in their attitude toward study, work, solidarity, hygiene and registration.

Those who are most advanced in these spheres receive a red flag.

They began competition in June because the National Conference of Learning from Taching was convened in May this year. At the conference Chairman Hua Kuo-feng set his course for socialist and related movements, so after the conference the competition began.

Question: In the competition who decides whose attitude is best?

The groups themselves decide. Several people representing the groups decide who is the best and identify which group and which persons should be awarded the red flag.

There are socialist and related movements in all the workshops in the factory.

Question: Who wrote the greetings on the signs and on the chalkboards?

They were written by the students with the help of the teachers.

We welcome our American friends who have come to visit this factory. The students are very glad to meet you here.

Question: Do the kindergarten teachers take the children on field trips?

Because the children are so small the teachers normally do not take them out. Instead the teachers go out into the community to learn from others and return to the kindergarten with new ideas. The teachers also invite other kindergarten teachers to give lectures so as to improve their level of service.

Question: What do factory workers do in their spare time?

The answer to the last question is about spare time activities of the workers. Recreational activities in this factory are rich. There are soccer teams, basketball teams and table tennis ball teams in the factory.

Also there are teams in different workshops. They have contests during the spring and the summer. For those who love recreational activity there are recreational groups either in the factory or in the workshop.

On occasions like May Day, the National Labor Day, the birthday of our party on July 1, or the National Day on October 1, recreational groups give performances to the workers of the factory. For those who like to draw there is a drawing group. Aside from these we also have spare time Marxism, Leninism, and Maoism study groups.

There are television sets in dormitories. The workers can watch television in their spare time.

The libraries in the factory are open to the workers in their spare time.

Question: What other benefits do the workers in the factory receive?

The workers get working clothes, working caps and working shoes according to the different kind of work they perform.

The workers and staff members enjoy free medical care. Special consideration is given to married couples if the husband or wife is working in a factory not in Peking. In that case, one can enjoy a 12 day leave to visit his wife or her husband in another city. Women workers who are pregnant for more than 6 months do only light work. They can enjoy maternal leave for 56 days. During the 56 days they get the same pay.

During the milking period of the baby the mother can enjoy a 1 hour leave for milking the baby every day.

The retired workers get 70% of their original pay. They can continue to enjoy free medical care after retirement. Women workers retire at the age of 50 and men retire at the age of 60.

Workers who are sick can go either to the clinic in the workshop or to the hospital in the factory. If that doesn't work they can be sent to the hospital in the city.

While the workers in this factory enjoy free medical care, their family members pay half of their medical care. The apprentices do not pay fees for housing, electricity or running water and during the winter time they get cotton padded clothes free of charge.

If a worker were to have to visit his wife or her husband, or if he is not married to visit his parents, he can enjoy 12 days of holiday with the same pay and the state will also pay traveling fees for them.

Question: Did the students who have met with us today come through the local primary and middle schools or did they come from another community?

Mr. Shu, for example, attended a primary school and middle school in Mid-China. He came to work in this factory in 1958. He was assigned to work in the factory by the state.

Question: Have there been any students who have not been able to continue the work because they have not done well in the school?

They receive help and the students help each other too. If students are not doing so well, the teachers will give help after school.

Question: Has this college always had examinations since its founding?

Since the smashing of the Gang of Four, the students in the college have adopted the correct attitude toward examinations. They are no longer following the example of the people supporting Chiang Ching who handed in blank examination papers. They are taking a correct attitude toward examinations and they are doing very well.

During the first term of the college the students were required to take part in examinations either in written form or in practice in the workshops. They were required to design a machine and the factory workers gave out their opinions on this design. In the second term, because of the interference by the Gang of Four, they cancelled the written form of the examination. Still they had to do the design for some machine and the factory workers gave out their opinion on the design. But the written examination is cancelled. Now we have examinations again either in written form or in other forms.

Final Comment

Through your visit here our friendship between the Chinese people and American people is made more firm. We also want to know something about the lives and conditions of the students in the United States universities, but I deplore that the time is limited and we can't do it today. Please convey our best wishes to the American students as well as to your family members when you go back to the States. We will welcome you again on your next visit to China.

BRIEFING AT PEKING UNIVERSITY

Peking, 7-6-77

Briefing at Peking University, Peking, 7-6-77

(Mr. Nee Meng-Hsiung - Chairman of the Revolutionary Committee of Peking University)

It is a pleasure for us to have teachers and students from Ohio State University to visit this university, so on behalf of the teachers and students and members of the Revolutionary Committee of Peking University, I would like to extend our warm welcome to you.

Our American friends are all engaged in education, so I'm glad that we have this chance to discuss something about education which would be to our common interest.

Perhaps we should begin by providing you some background about the revolution in education in this university, particularly because this university was once under the strict control of the Gang of Four. They greatly interfered with the revolution in education at this university. After that we'd like to take you to see our English class. You will meet the students in the English class and have a chat with them so that you will have a better understanding of their life and study. We would also like to show you our library.

It's raining so I'm not going to show you any other places at the university. We can come back and spend more time discussing matters of common interest.

Comrade Chang (an assistant to Mr. Nee) will start with the introduction to the university. Peking University was founded in 1898. There are altogether twenty departments in the university. Ten of the departments are related to the Faculty of Science and seven of the departments are related to the Faculty of Liberal Arts. In addition, there are three Departments of Foreign Languages. There are a few disciplines attached to each department, so that altogether there are eighty-three disciplines in the University. There are altogether 2,700 teaching staff in the university including research workers. And there are over 7,600 students from workers', peasants' and soldiers' backgrounds studying at the moment. There are also over 240 students from thirty different countries studying in our university.

Our great leader and teacher Chairman Mao worked at Peking University twice, in 1918 and 1920, studying and spreading Marxism and Leninism. The famous anti-imperialism and anti-feudalism May 4 movement in 1919 also was initiated at Peking University.

Since Liberation there has been great development in expanding the size of the university. We have made some progress in our educational work, but we did not inaugurate fundamental changes in our education until after the Cultural Revolution.

During the Cultural Revolution we criticized Liu Shao-chi's revisionist educational line.

In 1970 we started the revolution in education in conformity with Chairman Mao's principles on education, which state that education should serve proletarian politics and education should be combined with productive labor.

Education should enable those who receive it to develop, morally, intellectually and physically and to become workers with both socialist consciousness and professional competence.

Over the past years we have made the following improvements: first, we have changed the system of enrollment; now we are enrolling students from among the workers, peasants and soldiers with practical experience. That is to say, we will enroll those middle school graduates who are now working in factories or communes or who are in the army with at least two years of practical experience. In choosing the students, emphasis is given to their political approach. That means we want to know whether they possess the spirit of serving the people wholeheartedly and whether they have shown outstanding achievement both in their work and in their studies.

Of course, necessary examinations will be given to them in order to know their educational level. An attempt is made to measure the students' ability--how far they can go in analyzing and solving problems.

Another requirement is that the students who are enrolled into our university should be physically sound.

In order to help the students to develop, to become workers with both socialist consciousness and competence, we pay great attention to their political education soon after they come to the university.

We hope that the students will firmly grasp the idea that they are studying for the cause of revolution and for the people.

The third improvement is that in our teaching we see to it that theory should be closely linked with practice.

Students should be engaged in their vocational studies in this systematic way while they are in the university. While they are studying at the university a certain period will be allocated for the students to work in the factories, to work in the scientific research institutions, or to go to those units where they can link their theory with practice according to the teaching plan.

For instance, in order to help the students to link theory with practice we have set up factories or workshops on the university campus. For example, we have a factory to manufacture electronic computers, electronic instruments, and chemical products. In this way we can combine teaching with scientific research and productive labor.

Students in the Faculty of Liberal Arts who are studying theory of political science receive part of their training out of the university where they observe first hand class struggle taking place in society. Some of the courses that the students study in the Faculty of Liberal Arts are taught in units outside the university where theory is being applied. For instance we have a discipline of journalism and a Department of Chinese language. Students are taken to press and radio stations to study theory and policy of journalism under the tutelage of experienced editors and journalists. Of course, this will help the students to understand the theory deeper and better.

The fourth improvement is that we have reduced the length of education. Before the Cultural Revolution the students in the Faculty of Liberal Arts had to study for five years, and the students in the Faculty of Science had to study six years, which we think is too long. We have initiated a plan to reduce the length of education, but we are still in a tentative state as to how long is most adequte for the students to study. At the moment, in most departments, the students are required to study three years. For some of the departments students have to study three and one half or four years depending on the need. In the Foreign Language Department, for instance, students taking Japanese will study for three years and students taking English will have to study for three and one half years. Students who are studying Arabic, which is more difficult, for the time being have to study for four years.

Of course, by reducing the length of education it does not mean that we just shrink the time. That is to say, we have improved the teaching methods and the content of teaching.

For instance, in the teaching content we have cut out that redundant and miscellaneous content which is useless and out-of-date. We now follow the principle of fewer but better.

The fifth improvement is that besides teaching students in the regular departments we also offer a variety of classes.

The chief task of the Peking University is to train men of talent in science and technology. In order to meet the needs of the masses of the workers, peasants and soldiers and to achieve the goals of our work, we also offer a variety of short-term courses. These short-term courses are no longer than a year. For instance, in the discipline of journalism and in the Department of Chinese Language we have run short-term courses to help to train correspondents working in the rural areas, in army units, or in factories. This is in addition to training regular students in that discipline. After being trained in the short-term courses, the students should have improved their understanding of journalistic policy as well as their ability to write articles. The discipline of journalism also runs a refresher course for editors and journalists from newspapers or radio stations who want to study theory of journalism.

Another method of carrying out education in our university is to help the factories and the communes to run their universities. In general, we would say that our revolution in education is still in the beginning.

So far, our revolution in education has shown tremendous vitality, but of course there are still some problems in our work remaining to be solved.

So far as this university is concerned, in the first few years after we started our revolution in education, we gained tremendous accomplishments and made many improvements. However, at the end of 1973 the university was then under the strict control of the Gang of Four. They promoted a counter-revolutionary revisionist line in our university so that the revolution in education in our university suffered interruptions.

The Gang of Four made use of the influence of this university in society and carried out many sinister activities. Their crimes were mainly on the following three aspects: first, the Gang of Four attempted to turn Peking University into a tool to serve their counter-revolutionary activities. Particularly because Peking University has many departments in the Faculty of Liberal Arts it was easier for them to find public support for their ideas here. So the Gang of Four made use of the university as a tool to spread revisionist ideas and to sabotage the important political movements initiated by Chairman Mao.

Under the pretext that revolution in education should be closely linked with the actual class struggle in society, the Gang of Four forced the teachers and students in the Faculty of Liberal Arts in the university to write a series of sinister materials, books, and articles to help them to form public opinion to satisfy their needs and to attempt to usurp the power of the Party and State.

Their second crime is that the Gang of Four opposed Chairman Mao's policy on education, and they attempted to train young people according to their counter-revolutionary needs. Chairman Mao had clearly stated that students should be trained to develop morally, intellectually and physically, and should become workers with both socialist consciousness and professional competence. But the Gang of Four was against this policy. They formed a sinister example out of a counter-revolutionary student who submitted an entrance examination paper without answering the questions. Their political intention was to cause all the young people to follow the example of this counter-revolutionary, to make trouble, and to cause confusion in society.

Under the pretext of ferreting out capitalist roaders in the Party they intended to smash all the veteran cadres who were following Chairman Mao's revolutionary line. They set up a criterion by which to judge whether a student should be graduated from the university or not. The criterion was whether they were able to ferret out capitalist roaders inside the Party or not. That was the criterion for judging whether a student should be graduated or not.

One of the sinister followers of the Gang of Four said that as long as the student can fight against the capitalist roaders I'll give him a mark of 90.

They did not want the students to study knowledge or science. If anybody mentioned that the students should be studying to gain vocational knowledge, then those people were criticized by the Gang of Four for paying too much attention to professional knowledge.

In 1972 our beloved Premiere Chou En-lai clearly gave instructions that Peking University should run the work of the Faculty of Science. The students in the Faculty of Science should study, basic scientific knowledge.

The Gang of Four not only refused to carry out Premier Chou's instructions, but they slandered his instructions as being revisionist and asked the teachers and students to criticize them.

They wanted to keep the students in ignorance because they were afraid that the students might discern their sinister intentions.

To quote Chiang Ching's words, "We prefer workers without knowledge but with socialism to intellectual aristocrats and capitalists." That means that they thought all those who have professional knowledge are bourgeois aristocrats.

Their third crime was that they sabotaged the policy of the Party on intellectuals. They disturbed the initiative of the intellectuals in working for socialism.

In the eyes of the Gang of Four, nothing done by the majority of the intellectuals could be right, and they even took the majority of the intellectuals as their enemies. They said that intellectuals are the basic force to restore capitalism in China. Some of them said that all of the university students who graduated before the Cultural Revolution are working to sabotage socialism.

Their approach toward the broad masses of the intellectuals was to brush them aside, to beat them down, or even to persecute them. They even said openly that intellectuals must not feel at ease. Once they feel at ease, then there will be the restoration of capitalism in China. What they have done has betrayed the principles of Marxism and Leninism. What they have done has hurt the initiative of the intellectuals. Nothing done by the broad masses of the teachers could be right. They classified all intellectuals as part of the bourgeois class.

According to Chairman Mao, intellectuals in a socialist society are mental workers, and they are among the ranks of the workers. Yet, the Gang of Four claimed that intellectuals all belonged to the bourgeois class. They identified those intellectuals who had some bourgeois influence or bourgeois world outlook as members of the bourgeois class and even called them counter-revolutionaries or enemies. This was a great distortion of Chairman Mao's teaching.

The Gang of Four hoped to control Peking University strictly and to make use of the university in causing tremendous chaos and disorder throughout China in an attempt to usurp the power of the State and the Party.

Considering all the crimes committed by the Gang of Four, they are not, as they claim to be, Leftists, Cultural Revolutionists, or Radicals. They are counter revolutionaries. The response of the broad masses of the teachers and students in this University to the crimes of the Gang of Four is just like that of other people in the whole of China. They discerned their crimes a long time ago and they have developed a hatred against the Gang of Four. In many ways they resisted what was ordered by the Gang of Four to be done in the University.

After the smashing of the Gang of Four we feel that we are greatly emancipated, ideologically speaking and spiritually speaking.

What we are doing now is carrying out conscientiously Chairman Hua's call to grasp the key link and to run the country well, so we are grasping the key link and are running our University well.

We are now exposing and criticizing the crimes of the Gang of Four thoroughly. We are going to set right all the ideas disturbed and confused by the Gang of Four.

We firmly believe that under the leadership of the Central Committee of the Chinese Communist Party, headed by Chairman Hua Kuo-feng, we can carry out the revolution in education fully and properly and can contribute through our efforts to the achievement of full modernization in China.

So much for our brief introduction to the university. Would you like to see the classrooms and library now and come back for further discussions? Fine.

Discussion With Students

(To the entire group:)

I am a student. I would like to give you a warm welcome. There are 15 students in our class, and we hope that our discussion will add to the warm feelings between the Chinese and American people. Let's have a chat. OK?

(Discussion between M. Eugene Gilliom and one student:)

MEG: What is your name?

Student: My name is Tung Lien-feng.

MEG: Could you write that for me. Ah, thank you.

MEG: That is my name, in English and in Chinese.

Student: Ohio. You work in Ohio.

MEG: Yes, I am a professor at Ohio State University. It's a very large university in the United States.

Student: And you are a professor?

MEG: Yes.

MEG: You are studying English, is that correct?

Student: Yes.

MEG: For how many years have you studied English?

Student: I have studied English for more than two years. After graduation from middle school I went to the countryside to work on a farm in 1969 and I worked there for five years.

MEG: Was it on a commune?

Student: A commune, yes, and in 1974 I was admitted to the university for studying English.

MEG: How was it decided whether you should come to the university or not?

Student: There were three conditions. My behavior was very good; my health was very good; and I was unmarried.

MEG: Did you take examinations to the university?

Student: Yes, but the examinations were not as important as my working on the farm, my political study, and the development of my socialist consciousness.

MEG: You're referring to the political study that you did while working in the countryside, is that correct?

Student: Yes, yes.

MEG: Where was the commune where you worked?

Student: I worked on farm in Inner Mongolia. The place where I worked is not a grassland. It is an agricultural area. Most of us worked as peasants, but I worked there as a carpenter for five years.

MEG: Do you know what you will do when you leave the university? Considering that you speak English quite well, what will you do when you leave?

Student: Maybe I will be a teacher in this university or another institute. I am a Party member, so I will do what the Party wants me to do.

MEG: Will you have some choice over what you will do or is it left totally to the Party to make that decision?

(We were interrupted at this point.)

MEG: I can speak German also, and I feel that German is difficult to understand. Do you have many opportunities as a student to speak with Americans?

Student: Yes.

MEG: There are different dialects, of course, among Americans. Not perhaps as many as in China, but people from New York speak somewhat differently from people from the Southern United States. We can all understand one another, but there are differences in pronunciation. For someone learning English, that would be difficult to comprehend, I would think. I'm curious about what the smashing of the Gang of Four has meant to you on this campus in terms of your education. How has that effected you?

Student: As a result of the influence of the Gang of Four in our university our study was disrupted. As you know, I have studied English for two and one-half years, but because of the Gang of Four I have not learned it very well.

MEG: How did they interfere with your studying English?

Student: For instance, my oral English is very poor and I'm not very sure about my English grammar. In those days we had no time to study English because the Gang of Four wanted us to study only politics. What they wanted us to do was to identify capitalist roaders. We were afraid to study English because if we studied hard someone would criticize us.

MEG: Did that happen? Were students criticized for studying hard?

Student: Yes, because of the influence of the Gang of Four.

MEG: Who was it who was doing the criticizing?

Student: Teachers and students.

MEG: Since the smashing of the Gang of Four what has happened to those students and professors? Are they still here? Do they still criticize?

Student: We are helping the teachers and students who made mistakes in those days to rectify their errors.

MEG: How do you help them?

Student: For instance, we run a class for studying Chairman Mao's works and Marxism and Leninism, to help them realize their mistakes. We also criticize the Gang of Four and their attempts to sabotage production and disrupt study at the university. We help the people who have made mistakes to see the crimes of the Gang of Four.

MEG: When you were a student two years ago were you and other students aware that the Gang of Four was doing bad things?

Student: Two years ago I knew that something was wrong, but I was afraid to step forward because I feared I would be criticized by the teachers and students.

MEG: This is a map of our state and this red bird is our state bird. It's a very common bird called the cardinal. This is a picture of a buckeye tree and this is our state flower called the carnation. In our state we have many old wooden covered bridges still standing from the old days, so that they too are a kind of symbol of our state. You might be interested where we are from. This is the total area of the state of Ohio. The Ohio River is to the south and Lake Erie is to the north. This is Columbus, the capital of Ohio where our university is located. We have a very large university with over 50,000 students on the main campus. There are many other universities throughout the state, but ours is the largest single university in the United States. These are various roads.

Student: This is a large river?

MEG: That's correct. And this is the State of Indiana here, the State of Kentucky here, and Pennsylvania here. Canada is right up here. Ohio has a population of about 12 million people. Our capital city was named after Christopher Columbus.

Student: I know Columbus, but I don't know his whole name.

MEG: Christopher Columbus. His first name was Christopher. Do you have any questions about the United States, Ohio or our campus that I could answer?

Student: I want to know something about education in the United States.

MEG: We have a slightly different system from yours. Our children often begin schooling at the age of five or six in what we call nursery school. They then go to kindergarten grade, and we have elementary schools for six years. Then we have what we call junior high school for three years. Then high school for three years. Twelve years altogether. Young people are required to go to school until the age of 16. Most of them finish 12 years, but not all of them do. If they graduate from high school, they can go on to a college or a university. Normally, students attend college for four years. If one wants to do advanced work, what we call graduate studies, then that is in addition. The people in my group are either teachers or are preparing to be teachers. Most of them are already teachers who have come back to the university for additional study. Coming to China is a part of this study. They are in school now as a part of their schooling. One difficulty that we face is that those 12 years of schooling are free to everyone, but university education is not free. The state can provide help for the student, but the student and his family still must assume much of the responsibility for what we call higher education. It is often quite expensive. Nearly everyone can afford to go if he qualifies, but not everyone can. Most of our students work in order to earn money to be able to afford to go to the university. For example, when I attended college I worked every summer and every vacation in a factory in order to earn enough money to continue my education. So for slightly different reasons from yours, all of us are workers too.

MEG: Are you required while a student at the university to continue working in a factory or to continue working in some fashion?

Student: Since education is free, it is not necessary for us to earn money while being a student.

MEG: But do you work for the experience and to maintain contact with the workers?

Student: Yes. One month of physical labor each year.

MEG: Have you done that this year?

Student: Yes.

MEG: Where did you work?

Student: I worked in a factory near the university for a month.

MEG: I'm going to ask you a question an American may not have asked you before. How would you describe a good citizen in China?

Student: A good citizen in China is one who has good political ideas. (We were interrupted at this point.)

(MEG talking to the entire class of Chinese students:)

I hope that you can understand my English. We speak a dialect in Ohio called a mid-western dialect. You may have had other Americans talk to you with a different kind of dialect, perhaps from New York or from the South. What we speak is very much the standard English in the United States. For example, if you were to listen to American radio or television you would find that the English spoken is essentially the kind of dialect we speak. If you can understand us, you can understand American television.

Have you all seen the maps of Ohio? We don't have a map of the United States, but perhaps I can show you on the chalkboard where Ohio is in the United States. As you can see on the map, California is here, Florida is here, Mexico is here, Canada is up here and Ohio is here. Ohio State University has the largest student body on a single campus in our country with over 50,000 students. Ours is a very large university and we are a very small group of that total of 50,000 students, therefore, we feel very privileged to be here. Our primary reason for being in China is to learn more about you. We hope that you in turn will learn more about us. We've been here only three days, but already we've learned a great deal. This visit to Peking University clearly will be one of the highpoints of our entire trip. We're very happy to be here. Thank you very much.

Question and Answer Session at Peking University With Mr. Nee Meng-Hsiung

We have two friends here who were here in 1975. I believe that we were innacurate in describing the situation in education in China at that time. We can now say that in that period the educational field and the cultural field were under the control of the Gang of Four. What was told to you about culture and education were influenced by the propaganda of the Gang of Four.

The Gang of Four's interference in education was very serious. During the Cultural Revolution, Chairman Mao pointed out that the length of schooling should be shortened and that education should be revolutionized.

Chairman Mao also said that education should serve political purposes and should be combined with productive labor so that theory would not be separated from practice and the intellectual would not be divorced from workers and parents.

Broad masses of the teachers and students on the educational front are now working very hard to transform education in conformity with the line of Chairman Mao.

Over the past years we have gained a lot of accomplishments.

The Gang of Four shouted revolutionary slogans while actually distorting Chairman Mao's policy and principles on education.

They put the concern of politics and the study of knowledge in an antagonistic situation.

They used the slogan that we would rather have workers without any knowledge.

If the aim is to train workers without learning any book knowledge then there is no use to set up schools or universities.

But does that mean that the Gang of Four paid proper attention to politics? As Comrade Chou has told you, the so-called politics of the Gang of Four were designed to train students to serve for their aim of usurping the power of the Party and State. That was their understanding of politics.

That's why they said that as long as the students were trained to ferret out capitalist roaders we should be giving them a mark of 99. That means that they hoped the students would help them to beat all the veteran revolutionary cadres so that they could usurp the power of the Party and State. If education is carried out in that way, the chief task of the students at the university is not to learn book knowledge. All they have to know is how to beat down the veteran revolutionary cadres.

They have confused the fundamental task of running a university.

I myself am a teacher of English in the Faculty of Science. I found that the quality of teaching was greatly affected under the influence of the Gang of Four. As teachers we all hoped that we could improve the quality of our teaching and that our students would learn to read advanced materials in English from other countries. However, whenever we started to discuss our teaching or discussed methods of teaching or ways of encouraging the students to read more foreign languages, we would be criticized for putting professional competence in command or of over emphasising the profession of education.

Question - Exactly how were professors and teachers influenced by the Gang of Four?

The Gang of Four formed public opinions, and then the criticisms were carried out by the close followers of the Gang of Four who were working in this university.

Question - Are those people still working in this university?

Yes, but they are not in leading positions, because the masses wouldn't permit that.

Question - Is an effort underway to change their minds?

As regards the relationship between theory and practice, Chairman Mao said that theory should be linked with practice. The Gang of Four said you can do without theory.

Even the systematic study of theory of Marxism and Leninism were sabotaged by the Gang of Four. They forbade the teachers to teach Marxism/Leninism, political science and political economy in a systematic way because they thought that theory is not related with practice.

During the period of influence of the Gang of Four, all teaching materials in the Faculty of Liberal Arts were to be related to the so-called struggle between Confucius and the Legalists. Even teaching materials for first year English classes had to have something to do with the struggle between Confucius and the Legalists. All the regular political studies were abolished.

In the Faculty of Science it is necessary for the junior students to develop a sound foundation in higher mathematics, higher physics and higher chemistry. We had always paid a lot of attention to teach students those subjects, and to provide them some basic knowledge of natural science; however, these were also banned by the Gang of Four. They said, "If you teach students those subjects, those subjects are not closely related with practice."

They also disturbed the normal relations between the teachers and students and created antagonism between them. After the Cultural Revolution in a socialist university the relationship between teachers and students was expected to be comradely, and a democratic and united atmosphere was to be maintained. Yet, the Gang of Four provoked the students to fight against the teachers and they labeled all the teachers as bourgeois intellectuals. They distorted the campaign to criticize Confucius and claimed that the teachers should be criticized because we should not pay respect to the dignity of the teachers.

The Gang of Four did very serious sabotage to the revolution in education.

Their most sinister way of doing so was to confuse the minds of the people. They put forward a series of metaphysical slogans, so that people were not able to identify which were right and which were wrong.

They opposed Chairman Mao's charge that students should be trained to be workers with both socialist consciousness and professional competence.

They used the example of the student who was not able to answer the entrance examination paper.

That is also a good example of the kind of student or people the Gang of Four wanted to serve their interests.

In that case, the student received a mark of 6 percent on the physics section of his examination paper.

The comment made by the teacher on the paper was that the student lacked ability to analyze and solve problems.

The student wrote a letter on the back of the paper designed to satisfy the needs of the Gang of Four in their attempt to cause confusion and chaos in society. Therefore, they wanted to keep him in the university.

He became a university student and actively served the needs of the Gang of Four by opposing Marxism, Leninism and Mao tse-tung thought. He also opposed our beloved Premier Chou En-Lai and Chairman Hua Kuo-feng. This student started as a speculationist and then developed into a counter-revolutionary.

The Gang of Four hoped that all the students would behave like that.

One of the sinister followers of the Gang of Four said openly that there can be only one discipline in the university, and that is the discipline to ferret out capitalist roaders.

The Gang of Four completely betrayed the principles of Marxism/Leninism regarding the training of students to serve the cause of proletarian politics.

The Gang of Four also confused the task of the university. To them the university exists so that everybody can come and study, even if a student possesses only a primary school or junior middle school education.

In selecting the students to come to study in the university, the Gang of Four opposed requiring the students to pass an entrance examination.

After the Gang of Four under Chiang Ching in 1973 suggested that students should not be expected to take examinations, universities, middle schools, and primary schools all suffered a lot of set backs.

The sabotage of the Gang of Four in education was not limited to individual provinces. Serious sabotage was widespread.

We consider it a long term task for us to criticize the Gang of Four thoroughly and to eradicate the sabotage caused by them.

Already there been a lot of work done on that. More and more people now recognize the counter-revolutionary nature of the Gang of Four and the revisionist line they pushed in the educational field. We have to continue our effort to clear out all the confusion caused by the Gang of Four and to reverse and set right the ideas they have spread.

Question - Will students who were graduated from the university during the influence of the Gang of Four come back to the university to have their ideas changed?

No. The movement to criticize the Gang of Four is being carried out on a nationwide scale. Previous graduates of this university will have a chance to participate in this movement and to eradicate the wrong ideas in their minds. We will not have them come back to the university for this purpose.

Question - For the Gang of Four to have such a great influence on this university it must have taken a great number of people supporting them. Can you tell us how many responsible people in this university were supportive of the Gang of Four?

We have to make a distinction between the close followers of the Gang of Four who participated directly in their plots to usurp the power of the Party and State from those who were deceived by the Gang of Four for a short period and were not able to discern the sinister intentions of the Gang of Four. We would not stop the work of the latter. We would, however, hope to eradicate the influence of the Gang of Four and to show them the errors that they made.

There was a group of people who helped the Gang of Four to build counter revolutionary public opinions. The teachers and the students of this university were indignant with them, just as were all the other Chinese people. We have to concentrate our effort in helping them and in criticizing them. One of our objectives regarding that group of people is to distinguish the small number of close followers of Gang of Four from the other persons in the group who just helped to participate in those actions. Toward the smaller group of close followers we will spend more energy checking up on their past crimes. For the majority of the people we will just help them to draw a line between themselves and the Gang of Four and help them to discern the nature of the Gang of Four.

Question - I hear much said about the negative influence of Confucius thought. Yet, Confucius was interested in educating for moral character. Isn't that what China wants today?

In 1974 we had a campaign to criticize Lin Piao and Confucius on a nationwide scale initiated by Chairman Mao. Lin Piao worshipped Confucius. In order to criticize deeper and in a more profound way Lin Piao's reactionary ideas, we had to criticize the reactionary theory of Confuciusionism.

Yet, the Gang of Four neither criticized Lin Piao nor Confucius. Instead they did a lot of work in distorting the history of China by talking about the struggle between Confucius and Legalists. They tried to divert this movement to assert their purpose of usurping the power of the Party and State.

The morality taught by Confucius was based upon his class criteria. In talking about education, Confucius advocated that those who did mental work should lord it over those who did manual work. He stated that all those who did manual labor were mean persons or slaves.

The inference of that kind of idea still lasts even to the present society. Those ideas belong to the exploiting class, so if we don't criticize and eradicate those kinds of ideas we cannot develop our education and carry out our education properly in the socialist society.

Confucius had a clear aim in carrying out education. He represented the decadent slave-owner class. He lived in a transitional period from state society to feudal society.

All of his activities were aimed at pulling society backward. He had the same purpose in running education.

The students he trained were not from the working people. They all belonged to the slave-owner class. He hoped that the students he trained could help him to save the system from decline. Confucius' aim of education was consistent with the interests of the slave-owners. It had a very clear class nature.

We feel that universities have to brush aside all reactionary and erroneous ideas in order to proceed and develop. Our aim is to establish a bright new socialist educational system.

During the 28 years since liberation we in our university have struggled against revisionist bourgeois influence and against remnants of feudal influence.

Most of the schools and universities we had right after the liberation had been run previously by Kuomintang reactionaries.

They also had a clear aim to run the schools and universities, so as to assert the interests of the imperialist landlords and the Kuomintang reactionaries.

They copied entirely from the educational systems of Europe and America, and later Liu Shao-chi promoted a counter-revolutionary revisionist educational line.

The so-called educational transformation in his terms was to copy entirely from the educational system of the Soviet Union.

The educational system in the Soviet Union, although under the name of the socialist educational system, is actually a bourgeois educational system. That means they are aiming at training intellectual aristocrats.

The intellectuals they train under their system have actually formed an elite class, so our education was greatly affected in 1950s.

After the Cultural Revolution, Chairman Mao called us to make radical changes in our educational system, the policies of education, and the methods of education. So we have tried our best to build an educational system which can adjust our socialist system.

Yet, Lin Piao and the Gang of Four in the name of many revolutionary terms, actually did a lot of counter-revolutionary activity and they distorted the correct policy of education put forward by Chairman Mao.

Soon after the Cultural Revolution, through their influence, they caused trouble in the schools and universities. Instead of working with energy to carry out educational transformation, they provoked the students to form factions and to fight against each other.

Later, the Gang of Four again set up as a pace setter for the students to follow the student who refused to complete his entrance examination for the university. They also held up as another example a primary school pupil who criticized her teacher. That was known as opposing maintenace of the dignity of the teacher. They encouraged students to fight against teachers.

These are examples showing how the Gang of Four caused sabotage in education. We have already experienced three stages of struggle in our attempt to build our university in conformity with Chairman Mao's educational policy to build a brand new socialist university.

The nature of these struggles are the struggles between the bourgeoisie and the proletariate.

It's a question of whether we should carry the revolution in education through to the end in line with Marxism, Leninism, and Mao tse-tung thought or stop halfway. It's a struggle between Marxism and Revisionism. In the Faculty of Liberal Arts and Science we all have to know something about what's going on in the western world. For instance, students study economics. They have to study the different schools of bourgeois economists in the West.

For instance, students in the Department of Economics are taught materials related to bourgeois economy and are expected to have a critical understanding of it.

Question - Have any of the students here read American or other western books?

Yes. Two examples are The Citadel and Stories from the Arabian Knights. Most of the novels we read are strong criticisms of society.

Question - I have read that before Liberation over 80 % of the Chinese people were illiterate. It is now reported that over 80% are literate. Is this true, and if it is, how was this change accomplished?

It is true that before the liberation over 80% of the Chinese people were illiterate, and in rural areas the figure even reached 90%. This was due to the oppression and exploitation of imperialism and feudalism.

After the liberation, under the care and concern shown by the Party and Chairman Mao, we carried out a campaign to wipe out illiteracy among the young and middle-aged people ranging from 14 to 40. For instance, in the rural areas we ran evening schools, and particularly during the slack farming seasons, we ran winter schools. After a few years of effort we were able to help those people from 14 to 40 to achieve a primary school education, and some of them, if they continued to study, even reached the level of junior middle school or senior middle school.

At the same time, we have made great effort to enable all the school-age children to go to schools. The percentage of the school-age children to go to school has been increasing all the time. Now over 98% of the school-age children can go to school, so that we will avoid the occurrence of new illiteracy.

Question - How many Chinese characters should one know or be able to read to be considered literate?

When you go to a middle school, I think approximately 1500 characters.

Question - How is it decided who shall enroll at the university?

In answering your questions regarding enrollment, the procedure is as follows: first, those who want to go to the university will apply. They will be recommended or nominated by their fellow workers and then approved by the authorities where they are working, they will then be reexamined by the university leaders.

This university will soon start to enroll students from all parts of China. We will investigate the background of the students who want to apply and who have been approved by the leadership where they are working. The university officials will also have to know the students' educational level, to what degree they can master knowledge, and their ability to analyze and solve problems. In addition, they will be given examinations.

In the process of investigation, if the university people discover the student approved or recommended by the local organization does not meet the qualifications required by the university authorities, they can talk to the authorities of the given unit and ask them to recommend another young person. In other words, the university authority has the right to make this decision regarding enrollment.

Question - Has this always been true or is it more true now than a few years ago?

This process was interrupted by the Gang of Four. For instance, they wouldn't allow the university to give entrance examinations. When that occurred, the university authorities, of course, could not know the educational level of the students.

Question - So this is really new?

Yes. Now we can stick to the original principle put forward by Chairman Mao without any interference.

The assignments of jobs to the graduates is done by the government, not by the university. The principle is that the majority of the students should work at the grass roots level. We hope that not all the students will remain in the big cities after they graduate from the university--we hope that many of them will go back to their original working places.

The Gang of Four put forward the slogan that the students should go back to where they came from. If they were from the communes, they have to go back to the communes, if they were from the factories, they have to go back to the factories. In this way they sabotaged the principle of assignment of the students by the government.

Several problems exist in this regard. For example, students studying foreign languages often are of little use as foreign languages specialists in the rural areas. That means that they spend several years working very hard studying foreign languages only to find that it is not useful.

According to the principle of the Gang of Four, the peasants will remain peasants all their lives, and workers will remain workers all their lives.

Of course, students who attend some kinds of universities such as workers' universities and peasants' universities, had better go back to where they come from after they graduate.

For instance the aim of a university run by a given factory is just to improve the technical level of their workers. They will go back to the workshops to work as technicians or workers. The nature of that kind of university is different from the nature of universities like Peking University, run by the government. We have about 400 in the whole of China. So they've confused the goals of two different kinds of universities.

BRIEFING AT THE PEKING WESTERN DISTRICT MAY 7TH CADRE SCHOOL

Peking, 7-7-77

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This is the Vice-Chairman of the Revolutionary Committee of the Cadre School. Mrs. Wu is a member of the Revolutionary Committee, and we also have students of the Cadre School. On behalf of all staff members of the Cadre School and the students here we wish to extend a warm welcome to our American friends for your visit to our Cadre School.

For the arrangements this morning, we will first have a brief information session about the Cadre School, then we will go around to see the school and come back to the reception room for further discussion. It's alright with you? It's O.K.?

Mr. Liu will now give a brief account about the Cadre School.

The full name of the Cadre School is the Peking Western District May 7th Cadre School. It was set up in October of 1968 following the instructions given by Chairman Mao on May 7th that year. That is that Cadres should go down to do manual labor. As a result, vast numbers of Cadres have been given an excellent opportunity to study once again. We have 350 staff members and students, and we have plans for cultivating totaling seventeen hectors.

Since the school was set up, we have trained more than 8,900 cadres. At the same time, we have produced more than 1,870 tons of grain. The May 7th School is a new type of school, born during the Proletariate Cultural Revolution.

This is an important means for opposing revisionism and preventing capitalism. This is a new type of school in the period of socialism.

The main task for this Western District Cadre School is to train cadres, working in the Western District in Peking on rotation. Each term lasts for one half year.

Studying Marxism/Leninism occupies 40% of the whole time. Sixty percent of the time is spent in production.

The May 7th School in Peking has taken class struggle as the key link, and at the same time is participating in productive labor.

The school actively organizes students for studying Marxism/Leninism and for production. At the present the biggest thing for us is to criticize the Gang of Four.

We take students out of the schools and organize them to join Commune brigades in production and to live together with them.

At the same time, social investigations are carried out in surrounding villages. This enables cadres to receive a vivid and profound education, particularly regarding the nature of class struggle. This enables the cadres to serve the people more effectively. They work both up and down. This means that they work not only at high positions but at the grass roots level where they experience ordinary work as well.

By studying in a school of this type, the spiritual outlook of cadres is changed. During their stay at the cadre school the students have made achievement in many fields.

They come to realize the importance of taking part in physical labor, and in this way raise their political consciousness.

Chairman Mao taught us that the cadres were not to lord it over the people and that they should be servants whole-heartedly serving the people. The only way for a cadre to keep in close touch with the people is to take part in physical labor. By doing so they learn from and come to understand the opinions of the broad masses and can carry out their work effectively.

In this way they learn to solve problems objectively and can serve the people better. They thereby can more effectively lead the people in implementing Chairman Mao's policies.

After the experience in the May 7th school, many cadres say with profound feeling, that they recognize that they must not be divorced from productive labor, that their hearts must always link with the masses and that their actions should always be consistent with Chairman Mao's instructions.

They say with profound feelings that, like a knife, thay should not get rusty. Cadres who do not take part in physical labor and would soon become revisionists. This is consistent with our belief that theory should be combined with practice.

Cadres who come to the May 7th School have the important task of increasing their understanding of Marxism and Leninism, and to strengthen their ability to distinguish the genuine Marxism from sham.

Integrating reality with the study of Marxism/Leninism serves to strengthen their understanding the theory of Marx and Lenin.

Many of students studying here are called three door students. That means that the cadres, go from the door at home to the door at school and after school they go back to their jobs. Many cadres had the foundation of theory but lacked practice. One example is a teacher who taught in his classroom about planting rice in the water fields. He could teach that very well, but when he came to the Cadre School and to a real rice field, he couldn't put his theory into practice. That illustrates for us that what we teach should be related to practice. This cadre was proud to say that he came to realize that in the past he thought that his rich book knowledge about planting rice was sound, but that he was only planting rice on the blackboard and not in real water. By taking part in productive labor and by planting rice, he began to combine what he had learned from books with practice.

With practice it is much easier for the cadres to master what they study and to remember it well. This tells us that practice makes perfect.

By taking part in productive labor with the commune members the cadres build profound feelings toward the laboring people, and learn from the commune members that they plant for the Revolution. They learn to appreciate the spirit of the commune members--the spirit of hard struggle.

The cadres invite commune members to talk to them and to recall the bitter past. The commune members tell the village's history and describe what happened after Liberation. The cadres in this way come to realize the great changes that have taken place in the villages. This helps them to raise their political consciousness.

By laboring together with the commune members, the cadres come to realize that every single grain of rice is the result of sweat and the toil. From then on they have a better idea of the life of the peasants. They develop feelings of love for the commune members and are better prepared to do their work well. Some cadres say that in the past they ate rice and simply regarded it as a good meal. Now they can see that it is not easy to harvest rice.

Experience has proved that the May 7th Cadre School is a good kind of school for training cadres. Yet, the Gang of Four slandered the Cadre School. For instance, Lin Piao attacked the May 7th School by saying that cadres going to the school had been dismissed from their employment and were sent to the school as punishment. Ching Chiang, acting as a bourgeois careerist, also said that cadres going to the May 7th School had been dismissed from their employment and had been sent to the schools as punishment.

The facts prove, however, that Cadre Schools are beneficial for training groups of cadres to carry out the proletarian cause and to implement Chairman Mao's policies.

They are helpful in lessening the differences between the cities and countryside, between mental and manual work, and between the workers and the peasants; they are helpful in breaking the old ideology and traditions; and, they are beneficial for checking the bourgeois right.

They are a tool for consolidating the protection of the proletariat.

The May 7th School still is a new thing in the socialist period. There is much for us to do in making it work, but we are determined to run the May 7th school as established by Chairman Mao personally.

Since the smashing of the Gang of Four by Chairman Hua Kuo-feng, the situation throughout the country is excellent.

In such an excellent situation, we are determined to unite around the Central committee headed by Comrade Chairman Hua Kuo-feng. We hold high the banner of Chairman Mao Tse-tung and carry on at the behest of Chairman Mao. By taking class struggle as the key link, we will continue the Revolution and the dictatorship of the proletariat. Under the leadership of Chairman Hua Kuo-feng we will run the May 7th School better. We will carry on the revolutionary cause initiated by Chairman Mao Tse-tung through to the end.

That completes our introduction to the Cadre School.

We will now have a look around and then have further discussion.

Now that you have looked around our school, I will try to answer your questions.

For the sake of saving time, I would like for you to list all of your questions at the beginning.

Question: How is it decided when a cadre should come back to school?

Question: At the university we heard of how the Gang of Four disrupted the educational happenings at the University. In any way did the Gang of Four disrupt this May 7th Cadre School?

Question: How large is your permanent staff, what is their training and what is their daily work?

Question: I would like to know the rates of application and the chemical analysis of fertilizer which is applied to the fields. I would also like to know what is being done regarding soil and water conservation, and if there is a type of future market for the sale of crops and cattle.

Question: It seems obvious that the books in your library are not read very much. Are discussions, therefore, based on each person's own book of Chairman Mao's thoughts? How are the classes in politics conducted?

Question: I would like to know what jobs the Vice Chairman of the Revolutionary Committee has had before.

Question: We have heard the word revisionist used a lot. Would you very briefly define for us what that word implies to you.

Question: I'd like to know about the training and preparation of the doctors and what happens if a student has a toothache.

Question: Do you have an animal doctor--a veterinarian?

Question: What is taught about animal husbandry?

Question: Would you have a student please relate his or her typical daily schedule to us?

We get up at 6 in the morning. We eat our breakfast at half past six. At 7 we begin work. I work with the poultry, and at 7 I feed the chickens for the first time. We feed the chickens pebbles and grains six times a day. The chickens are meat chickens, so they sometimes feed them vegetables. I work until 11 AM. From 11 to half-past 2 in the afternoon we rest and have lunch. From half-past 2 to 6 in the evening we carry on productive labor. From 6 to half-past 7 PM we have supper and then rest. From half-past 7 to half-past 9 there is time to carry out a variety of activities. Some of us read and some of us perform in amateur groups. We do as we like during that time. Forty percent of our time is devoted to study. During the remaining 60% we do manual labor. That is to say that sometimes we labor one day and study the next. Sometimes we spend a half day studying and a half day doing labor. Except for doing labor our life is very rich and colorful.

Some of the activities available to us are basketball, volleyball, ping pong, tackle ball, etc.

In our spare time we sometimes compose songs, and later sing them and put on a show.

Question: What type of physical labor do you specifically do?

My main task is raising chickens. In the harvest season I join together with the others to harvest the rice, wheat, etc. We work together cooperatively I keep the chickens but sometimes also help with the pigs. During the days I have spent in the school we have made achievements both in study and production.

As we mentioned, we have trained more than 8,900 cadres from the Western District in Peking. This figure is two-thirds of the total number of cadres in this area.

Still, one-third have not had a chance to go to a cadre school. We figure that it would take 15 years for every cadre to have a chance to go to the school.

After graduation from this school none of them come back again. We have staff members and workers totalling 50 in this school.

The fifty come from the Western District in Peking from different units and institutions. Some cadres work at the Revolutionary Committee level. According to the needs of the school, cadres are sent from the places where they work to start working here. After graduation from the university many are assigned by the State to work here.

Mrs. Wu, for example, had been a cadre working in a bank. According to the needs of the school, she was assigned as a counselor to come and work here.

Another example is Mr. Wang who formerly worked as a responsible person at the Department of Education in the Western District.

As for the question regarding the Gang of Four, they did not directly interfere with this cadre school.

However, the other May 7th Cadre Schools around Peking were disturbed very seriously by the Gang of Four. This indirectly influenced our school. For instance, the Gang of Four sabotaged the instruction given by Chairman Mao regarding the cadres who attended the May 7th Schools. That is that they should study and at the same time take part in physical labor. According to the Gang of Four, the main task of students at the Cadre School is to study, not take part in physical labor. They put stress on study while neglecting labor.

Some cadres at this school were affected by this, and they said that it's better to put more stress on studying and less on taking part in labor.

After such opinions were expressed by some cadres, we sought to eliminate such a wrong idea, and insisted on implementing the policy of spending 40% of the time studying while spending 60% of the time taking part in labor.

In regard to transforming the soil, we mainly use organic fertilizer instead of chemical fertilizer.

In order to improve the quality of the soil we also transport some good quality soil from nearby to mix it up.

After the autumn harvest we crush the rice stalks and use this as a fertilizer to put on the land.

After eight or nine years effort we now have improved the quality of the soil.

You asked about our studies. Mainly we study politics and don't study vocational subjects.

We study politics to transform the ideology of students and to remold their world outlook. Before they enroll in the school we inform them what books they should bring with them. Since students while studying should have some books for reference, they go to the library to borrow and to read. Mainly they use their own books, and go to the library just for reference. They don't take the books out.

Of the total of 8,900 students trained here, two-thirds of them are women. Why is the percentage of women cadre students so high in this school?

Because we enroll cadres from the Western District. The Western District is famous for schools, and a high percentage of the teachers in those schools are women.

For certain terms there are sometimes more women students while in other terms there are more men.

The doctor we saw in the clinic is from an urban hospital. He is also a student in this school. He will spend one year in the school.

We have two veterinarians. We raise chickens and pigs and we also have sheep. We did have horses but since we are using more machinery, we don't keep them anymore.

Before the Cadre School was set up the Vice Chairman of the Revolutionary Committee worked in the Educational Department of Western District where he was responsible for middle school education. When the school was set up he made application, it was approved by the place where he worked, and they sent him here. While he worked he studied as a student in this school, and at that time the Revolutionary Committee of the school was founded. He was recommended by the students and was promoted to a leading position. He remained here, and now he works as the Vice Chairman of the Revolutionary Committee of the school.

Though I work as the Vice Chairman, I sincerely welcome any opinions from the masses or from the students. The students can put forward opinions and point out shortcomings I have.

We attempt to improve our administrative work as the leading members of the Revolutionary Committee by spending time to go among the students to read, to study, and to eat together with them.

In 1975 I spent a half year together with the students and lived like the students did. Last year Miss Ho also spent a half year together with the students.

Why do we often organize the cadres and leading members of the Revolutionary Committee of the school to read, eat, and study with the students? In this way we can collect what the students want to say, and can find out the shortcomings in our work. In this way we can improve our work and run the school well.

Question: Did the Chairman have formal training in agriculture?

He knew nothing about agriculture when he came here, but in the process of studying at the school he learned about agriculture; however, there is still much room for him to improve and there are many new things for him to learn.

While we are taking part in productive labor with the students we find out what thoughts they have. In this way we are avoiding revisionism and bureaucratism in our work, and we maintain close touch with the students.

Before I went among the students to work with them many students just called me the Vice Chairman of the Revolutionary Committee. They respected me, but I found that they had some thoughts they didn't tell me. Since I didn't understand the students I couldn't improve my work. When I studied and worked together with the students, we established a feeling of friendship so that now we have good relations. Whenever the students see me they now kindly call me Comrade Chang.

Before, there was a very big distance between us. Now the distance has been reduced. I came to realize that the only way for a cadre to keep in close touch with the students is by taking part in physical labor and by living together and eating together with them.

I've seen many good points by living, eating, taking part, and laboring with the students, so the Revolutionary Committee of the school has made the decision that every cadre on the Revolutionary Committee should spend a half year together with the students and should spend one day a week with them the rest of the time.

A basic fundamental of Marxism and Leninism is that revolutionaries should make revolution and seize political power by force. Peaceful forms could be used, but the main thing is force. After seizing political power the dictatorship of the proletariat should be established.

The revisionists try to distort the main fundamental theory of Marxism and Leninism on this question.

Recently the Soviet Union adopted a so-called constitution based on Confucius. This constitution wastes the Revisionists' good points. It says that the task of proletariat has been thoroughly completed. Yet, there are still class struggles in the Soviet Union. The people are oppressed by the ruling class.

The Soviet Union carries out this discriminating policy.

Actually the facts show that class struggle continues in the Soviet Union. Soviet theory claims that the proletariat has carried out the dictatorship over the bourgeoise, so that the Soviet Union has caste away the fundamental theory of Marxism/Leninism. That's why we call them Revisionist renegades or Social Imperialists.

Question: This young man beside me here just came from Peking University. How was it arranged that he would come here? Did the Vice Chairman get to know him and interview him or did someone else at the school request that he come?

Mr. Liu graduated from middle school in the Western District in Peking. After that he was recommended by the workers and by the people working with him to go to the university. After graduation from the university, he still worked in the Western District. According to the needs of the school later on he was assigned by the leadership to work here.

Question: Did the Vice Chairman say I want this man?

The Revolutionary Committee of the school said that they needed cadres to help them to work. Then they applied to the high level.

Question: He was selected in another office?

Yes.

That's what I wanted to know--a good selection.

Comrade Liu had studied World History and graduated from Peking University.

Question: May I ask who is the Chairman of the Revolutionary Committee and what is his responsibility?

The Chairman is responsible for all education, productive labor, even living arrangements. The Chairman of the Revolutionary Committee doesn't do the concrete part of the work. He is responsible for all the work that goes on in the school.

Question: Does he also participate in labor?

Yes.

Question: Are there times when they don't have enough water for proper irrigation?

We do not lack the water because this area is low. Even if we are hit by a drought we don't worry about it. We have fish ponds and we have deep wells to supply plenty of water for irrigation. We would like to prefer to be dry rather than too wet.

May I express the gratitude of the entire group to the Vice Chairman for a very interesting session. We appreciate very much being invited here.

You are welcome to come here again.

BRIEFING AT THE LINXIEN WALKING TRACTOR FACTORY

Linxien, 7-10-77

Linxien, Walking Tractor Factory

This man is the Chairman of the Revolutionary Committee of the machinery plant.

It is a pleasure to meet friends from America. A brief account will be given to you about this plant.

The machinery plant is named "the East is Red" and is run by the county.

The staff and workers total 400, and we have around 400 machines.

Sixty percent of the machinery was manufactured by ourselves in our workshops.

Our workshops include those for casting and tempering, for doing precision work, for assembling and repairing, and for maintaining agriculture machinery.

The plant has been gradually developed on the base of the work of five peasants after the land reform in 1948.

In 1948 when it was established there were only three small workshops with one air compressor, two hammers, and one furnace for casting. At that time they were able to repair only very small and simple machinery and agricultural instruments.

Under the guidance of proletarian policy this small workshop has undergone change. In 1958 it was turned into an enterprise run by local town government. Since it was founded, we have resolutely stuck to the policy that the main purpose for this workshop is to serve agriculture.

To meet the country's needs for agricultural development, we have arranged to produce machinery suitable to agriculture.

For instance, during the construction of the Red Flag Canal, some of the workers of this plant were sent to the construction site to help with the repair of machinery used for the Red Flag Canal. At the same time, we saw as the main task of this factory the production of machinery needed for construction of the canal.

In order to do the best job possible in supporting agricultural development, we often send workers to the communes and the production brigades to investigate how machinery produced here is being used. With the development of agriculture, more and more agricultural machinery will be needed for the peasants on the communes. In order to meet this need we will produce more and more machinery for them.

With this purpose in mind, we produce many crushing machines, small size harvesters, and thrashing machines for the communes.

In order to speed up agricultural development, we tried manufacturing a walking tractor with a twelve horsepower engine. We finally succeeded in making it, and now we turn them out on a large scale.

For the purpose of serving the commune members better, we often organize technicians and technical personnel to go to the communes and production brigades in the fields to repair machinery.

The working staff of this plant insists on going down the socialist road.

The workers are actively criticizing the Gang of Four and the Revisionist Line.

After the downfall of the Gang of Four under the policy instituted by Chairman Hua Kuo-feng, the workers of this factory are determined to learn the ways and policies issued by Chairman Hua Kuo-feng. Taking class struggle as the key link, the workers of this factory are determined to implement this policy, to run the factory well, and to further criticize the crimes committed by the Gang of Four.

We hope to achieve greater results in building socialism.

So much for the brief account about this small plant. Do you have questions?

Question: How many women work here and what positions do they occupy?

Fifteen percent of the workers are women.

Some questions will perhaps be answered by visiting the workshops. You may raise questions now if you wish. If not we will go to workshops.

Question: I would be interested in the wage scale. How much does a beginning worker earn, and how long must a person work here before his wages are increased?

The highest wage in this plant is around 70 yuan per month, the lowest is about 30, and the average is 40. The wages in this factory are not considered high, but the living standard of the workers is not low because the majority of the workers and their families live in the area nearby. Many workers support only themselves and their families, while at the same time the families in the countryside also receive income from the people's commune. Besides, you have some idea about prices in China remaining stable. Wages in this area are not high, but the living standard of the people is not very low.

Question: Do we understand that all parts of all of the machinery are made right here in the plant? Including for instance, gears?

Gears, engines, and tractor parts are made by other production units. We get them and assemble them.

Sixty percent of the parts are made here. The engines and the wheels, for example, are brought here and are assembled.

Question: How much does a walking tractor cost?

The walking tractor costs about 2000 yuan.

Question: How do you achieve quality control in this factory? What do you do about poor workers?

Sometimes workers make mistakes or defects in their work, so for those people we use the method of education. The leaders and their comrades talk with them--we call it having a heart-to-heart talk--to help them to correct mistakes in their work and in their ideology.

Question: What is done when a worker is a very good worker?

We propagandize his good deeds to the people and call on the rest of the workers to learn from him. We use the method of encouragement.

Question: Is a July 21st university associated with the factory?

Yes, we have a July 21st university whose main purpose is to provide additional training for the workers in their spare time. At present about 50 students are studying in the July 21st university run by the factory. It is similar to the university we saw in Peking.

Question: Does the university train workers to become more technical--to develop technical skills?

After graduation from the university they go back to their former work.

It is a vocational course primarily, however, at the same time they study some politics.

Question: Do you have regularly scheduled organized political meetings for all of the workers?

Yes. We have regular political studies three times a week in spare time after work. Before they come to work in the morning they also spend some time studying Marxism/Leninism/Mao Tse-tung thought.

The more the people meet and study, the more they are willing and like to study. We can divide our workers into several groups. Some of them are very active and some of them are just so-so. Only very few people tire of study, but we use mass education and help them to realize the significance of what they should study.

Question: How does a worker qualify to attend the July 21st university?

He is recommended by the workers and approved by leadership.

Question: How many have applied to go to the July 21st school?

It varies. When the administrators of the factory are going to offer some courses they enroll students. Sometimes the group is large and sometimes very small.

Question: Can you tell us what kind of jobs a woman holds and what kind of jobs a man holds in the factory?

Mainly, women workers do whatever a man does. The administrators of the factory assign some of the lighter jobs to women, but generally speaking, all of the jobs in the factory are not heavy and are suitable for everyone who works here.

Question: How would a commune go about getting a walking tractor from this factory?

The main task for us is to produce tractors. After the tractors have been produced, then we hand them over to a special agricultural machinery company. The machinery company gets the tractors and distributes them to the people's communes according to the need.

Question: Then you sell them to the State and the State in turn sells them to the communes which need walking tractors?

Yes.

Question: Are some of these tractors being sent to other counties? Or out of Honan Province?

Yes.

Question: We have met the woman who is in charge of all women in the factory. Is she paid a higher wage for her position?

There is a division of labor and there are differences in seniority. Therefore, there are different wages. Generally speaking the wages are very close.

Question: It does not sound as if they are close if the woman who is in charge of the women receives 45 yuan, the top salary is 70 yuan, and the bottom salary is 30 yuan. It doesn't sound as if they are comparable. This is a problem everywhere in the world and that's why we ask the question.

Several women get wages much higher and some are lower.

Question: Hers is not the highest?

No, no.

VISIT TO LINXIEN PRIMARY/MIDDLE SCHOOL #1

Linxien, 7-10-77

VISIT TO LINXIEN PRIMARY/MIDDLE SCHOOL #1

Linxien, 7-10-77

This is Mr. Wong, the Vice-Chairman of the Revolutionary Committee of this primary/middle school.

Mr. Fong and Madam Fe are teachers.

We will give you a brief introduction to the school.

Today I am very happy that the American friends have come to visit our school. First of all, on behalf of the Revolutionary Committee of the school and the teachers and students here, I want to extend a warm welcome to you.

Our school is a primary/middle school, but we will talk mainly about the middle school. At present we have 73 classes in the middle school with 1,400 students and 120 teachers and staff.

Our school runs a small factory as well as a branch school in the countryside. The school was established in 1946 at the time of the Liberation War.

The School at that time was located in the Old Liberated area. It was set up in the Spirit of the College of Resistance Against Japan. At that time in Yenan Chairman Mao proposed setting up Colleges of Resistance Against Japan. So the school has a glorious tradition.

At that time we ran the school in line with Chairman Mao's teaching. Education was combined with production as well as battle in 1946. So the school served the Revolutionary War and trained many useful personnel for the motherland.

Before the great Cultural Proletarian Revolution the school was influenced by Liu Shao-chi's revisionist line, so the school was separated from proletarian politics, from productive labor, and from the workers and peasants.

During the Cultural Revolution we thoroughly criticized Liu Shao-chi's revisionist line, and Chairman Mao's revolutionary line was implemented. We act according to Chairman Mao's teachings. Education should serve proletarian politics and should be integrated with production and the May 7th Directive.

Great changes have taken place in our school. The first change is that workers' Mao tse-tung thought Propaganda Team and the representative of the poor and lower middle peasants entered the school and joined in the management of the school, so that the leadership of the Party is transient. Before that the school was dominated by bourgeois intellectuals.

After smashing the Gang of Four under the leadership of the Party we enforced the political job on the school.

We follow the Great Red Banner of Chairman Mao and carry on the behest of Chairman Mao.

After the publication of Chairman Mao's five volumes, we organized more than 100 study groups and another fifty groups which learned from the good deeds and the spirit of Lei Feng. Soldiers study Chairman Mao's works in our school.

There are a lot of good deeds and good students in our school at present.

For instance, the students organized into groups which are known as Lei Feng's groups. The students of the groups spend their spare time collecting organic fertilizers such as the dung of the horse and donkey. They collect these organic fertilizers for production brigades and teams.

The students also collect scrap paper, scrap iron and glass. They got 500 yuan for them, and they bought agricultural tools for construction of the Red Flag Canal. This is the kind of support our students have given for the construction of the canal.

We note these good deeds and good persons on paper and we display this in the school.

We are transforming the old methods of education and the education system.

In order to establish the base for learning from industry and agriculture. theory is combined with practice.

Our school has links with five production teams and four factories.

For instance, our school has lessons on agriculture. The teachers give the lectures on agriculture to the students not only in class, but they also take the students to the production teams and invite technicians of production teams to give lectures to the students.

The students learn about tractors. We take them to the tractor factory, and with the help of veteran workers the students learn to drive the tractors.

Before Cultural Revolution the crops were planted on the blackboard and tractors were driven in the classroom, so we changed that situation.

The school has a small factory besides a small farm, a forestry farm, and a small livestock farm.

The small factory mainly makes water pumps for the canal.

On the small farm, in which there are 50 mu of cultivated land, we mainly cultivate grain and crops. The students can learn practical knowledge about agriculture on the farm, and we can provide good seeds for the production teams.

On the small livestock farm we raise pigs, mainly breeding the piglets for the production teams. Besides the pigs, we have milk cows, horses and donkeys. The forestry farm has 3,000 mu of mountain land. On the farm we plant pears, apples, walnuts and so on. I mentioned that the branch school was at the forestry farm.

Students here go to the branch school to take part in productive labor twice a year.

At the forestry farm students learn about agricultural forestry.

The students of the branch school come here twice a year to learn industry. The aim of these factories and farms is to implement Chairman Mao's instruction that students should take study as their main task and they should also learn other things. This enables everybody who receives an education to develop morally, intellectually and physically and to become workers with both socialist consciousness and culture.

Under the guidance of Chairman Mao's revolutionary line in education, our school has made some achievements, but there is still much room for improvement in our school. For instance, the method of education and content of the textbooks should be improved further, and the equipment in our small factory is very backwards. This gives a general idea of our school, so I suggest that we go around the school first and see the school-run factory and then watch a performance given by the students. First, however, you might like to ask some questions.

Question: I'm interested to know what position the vice-chairman held before he became vice-chairman of the Revolutionary Committee. What was his job? How do people qualify to be members of the Revolutionary Committee in a school?

I'm in charge of the transformation of the method of education, and I tell the teachers what to do and check the quality of education. I also teach Chinese. Our Revolutionary Committee has nineteen members, in which there are representatives of the teachers, the students, the staff, and the cadres. The members are selected by the masses and are approved by the leadership at a high level in line with Chairman Mao's instructions on revolutionary successors.

Question: Is the school usually open on Sundays? Do students live here? Are there any other subjects taught besides industrial education and agriculture?

Students have a holiday on Sunday but because today we were told that our American friends were coming we changed our holiday. Tomorrow is our holiday. This shows a warm welcome to our friends.

We have boarding students. Some students whose families are far from here live in the school:

Although some of the students' families live about five kilometers from here, they ride bicycles.

The curriculum of the school is politics, Chinese, mathematics, physics, chemistry, English and practical knowledge of agriculture and the feeling for Chinese.

We also have history and geography, depending on the different grades.

Question: Do they study the history of other countries besides China? And where do they get that history from, if they do?

In the senior middle school the students study China's history. This includes ancient, modern, and recent Chinese history. They also study some general idea of Russia's history and some main capitalist countries' history.

Question: How many are teachers are on your staff and who are the other staff people?

More than seventy are teachers.

Question: Who are the other staff members of the 120?

Administrative staff in the school, workers, and farmers.

Question: How are the materials chosen for classroom use and how much control do the classroom teachers have over what they teach?

Lessons for a class for one day are as follows: In the morning there are four lessons. The teachers give lectures for three lessons, and one lesson is reserved for self-study by the students. In the afternoon there are three lessons and one lesson is for self-study.

Students of senior middle school during a week have six lessons in Chinese, six lessons in mathematics, four lessons in physics, three lessons in chemistry, two lessons in agriculture, two for history, two for physical training, and four for English.

Question: I'm interested in learning more about the library. How many books are there? Do the classes go to the library on a regular basis, or are they assigned to go to the library?

We have a library with 50,000 books. It is open every day and the students can borrow any books they like.

Question: For how long can they borrow the books?

Until they finish the book, within half a year.

Question: I would like to ask of both of the teachers present three things. First of all, what subject do they teach; second, where did they receive their teacher training; and third, how many years of training did it take for them to become teachers?

I studied in the university for four years, and I teach politics. I studied in college for two years.

Question: What college?

Kaifeng Teachers College.

Question: Do you have handicapped students here?

We have disabled students, without an arm or a leg, but no mute or deaf students here.

(Visit to class studying English. Students in unison repeat after the teacher the following sentences which are written on the chalkboard.)

We are pupils of New China.

We study politics, Chinese, mathematics, physics and other subjects.

We have a school farm and a school factory.

We mainly study culture and also study others.

We study science and technology for the revolution.

We try to make contributions to the accomplishment of full modernization.

We love our great leader Chairman Hua.

We love the Communist Party of China.

We study well and make progress everyday.

Comrades, you must pay full attention to such pauses while reading, and pay attention to pronunciation and intonation. Now, I would like to invite an American friend to read the text for us. Read after the friend.

(An American student, Regis Birckbichler, leads the students in reading the sentences.)

The American friend read very well. Thank you very much. (in unison) Just now the American friend read the text very well. On behalf of my pupils, please accept my heartfelt thanks to you all. Thanks a lot. Now, let's go on reading the text. Read after me, please.

How do you do American friends. The performance by the students of Linxien Number One Primary/Middle School will begin.

Dance - "Chairman Mao Forever"

Dance - "We are Happy in Picking Up Cotton Along the Red Flag Canal"

Dance - "Emulation in Learning from Tachai"

Song - "Marching Forward Along the Bright Road of Socialism"

Song and Dance - "Red Hearts Toward Chairman Hua Forever"

Debriefing Following the School Visit

Question: Is the performance of the program we've seen part of the classwork or is it an after school activity?

The students are from various classes in the school and have spent after school time to practice. Normally they practice in the evening and after school in the afternoon.

Question: Who choreographed the dances?

We've got three teachers who specialize in teaching music, singing and dance.

Question: Do those teachers get instructions from someplace else in a higher ranking on what the performances should be like?

The songs and dances are designed to further the main task of the Party at present.

Question: Who provides the costumes they wear?

The school provides them.

Question: After students are graduated from this school where do they go?

After graduating from here the students go back to their own production teams and after two years work there some of them can attend colleges and universities and some can work in the factories.

Question: When you said the production teams, do you mean the teams where the families are?

This is a rural county and most students have families in the countryside. A few who live in the towns settled on the other teams.

Question: What is the age range of students in this school?

This middle school consists of two parts--junior and senior middle school. In junior middle school the age of the children is from twelve to fourteen. In the senior middle school it is from fifteen to seventeen.

Question: How long has middle school education in this area been compulsory?

Our middle education was popularized in 1974.

Question: Would a teacher please tell us about her daily schedule and duties?

Our classes start at 8 o'clock in the morning and last to 12. Then we have lunch. In the afternoons we have classes from 3 to 5. After 5 we have after-class activities. I teach physics 15 lessons a week. I average 2 or 3 lessons a day. Besides I tutor some students, make comments on the students' homework, and prepare for the lessons.

Question: What is the size of classes in physics?

The average is around sixty.

Question: Even in physics there would be sixty students in the class?

Yes.

Question: Did we see the whole factory? How long and how often do the students go to the factory and spend time there?

Every year thirty-two weeks are devoted to lessons in the school and about 8-10 weeks to learning industry and agriculture. During that time the students also go to the factories and production teams.

Question: How many of the teachers are Communist Party members?

There are eight Party members among teachers.

Question: Are any students Party members?

No, but about 350 are Youth League members.

Question: Is that the same as the Red Guard?

It is different from Red Guards.

Question: Do you have the Red Guard here also?

In the junior-middle school there is a Red Guard organization.

Question: Is there more than one middle school in this town?

There are sixteen middle schools like this at the county and commune levels. Some of the brigades also have their own middle schools, and some brigades join together to run their middle schools.

The county has 300 middle schools altogether and 800 primary schools.

Question: Could you tell us the age range of the teachers and the salary range of the teachers?

The age of teachers ranges from 25 to 57. The wages for teachers varies, ranging from 50 to 80. The average is about 60 yuan per month.

Question: Are written examinations required?

Yes, we have written examinations four times a year. Each term has two written examinations.

Question: How do you keep in contact with the parents?

We make contact with parents of the students in many ways. First, the teachers call on several students' families every week. Second, the schools invite the parents to meetings at the school. Third, we write letters to the parents.

Question: How are unruly students disciplined?

In two ways. First, we stress political education and educate them patiently. Second, we have some rules of discipline. If the student after being educated still did not correct his mistakes, he would receive a warning or demerits.

Question: What kind of a mistake could a student make which would lead to a demerit?

If a student often joins in the fighting, we first give him criticism and education. If he does not improve and keeps on fighting seriously, in that case we give him some punishment. He would receive a warning or demerit and could be placed on probation while remaining in school. Lastly, he could be expelled.

Question: How many students were expelled last year?

Last year there were three students. Two received demerits, one remained in school on probation.

Question: Do the demerits go onto a record of some kind that is kept for each student?

When he graduates, if he really corrects his mistakes, we will withdraw the punishment of the demerits.

Question: As the students advance in mathematics into advanced algebra and trigonometry, do you find that some students are very good at it and some are not very good at all? If so, how do you deal with those students who have difficulty?

Those students who study mathematics very well are organized into after school activity groups and they can study more advanced mathematics. Those who do not study well get special tutoring from the teachers, and they also get help from the advanced students.

Question: How long do the after school activities last?

Until 6 o'clock.

Question: Do you teach sex education?

We have lessons in health and hygiene and preparation for marriage.

Question: Are there special schools for deaf mutes?

There are such schools, but not every place has them.

Question: What percent of the students participate in the after-school activities and do they have to be invited to participate or can anybody just volunteer?

In our school there are all kinds of after-school activities. We have special teachers to coach the students in the program. There are many physical training activities, for example. The students play basketball, ping pong, volleyball, and Chinese boxing. There are also amateur theatrical performance troops involving singing, dancing, and playing musical instruments.

There are agricultural groups which try to do something for agriculture, weather observation groups, telegraph groups, and groups which deal with Chinese painting and the fine arts.

Question: Could the vice-chairman give us his definition of a good Chinese citizen?

I think that first he or she should be good morally. Students will be happy in helping others. Their ideas are advanced if they support and help the old people and help the young children. They should have a Communist world outlook and study for the motherland. This is the most important quality, I think. They love our wise leaders Chairman Mao and Chairman Hua, and they love our Communist Party and our motherland. Second, they should study well, and should be capable of analyzing and solving problems. Third is to keep fit. They should be alive and they should exercise physically.

DISCUSSION WITH
LÜXINGSHE INTERPRETOR
SHEN CHUN-HAO DURING TRAIN RIDE
FROM ANYANG TO CHENGCHOW

7-11-77

Discussion with Shen Chun-hao

Shen Chun-hao--What information did you get about China and the Gang of Four in America? What opinions do you have now?

M. Eugene Gilliom--The information that we gleaned from the newspapers was that the Gang of Four had been identified and had been smashed, as you would say. It seemed clear to Americans that Chiang Ching and her followers would not be put to death, but that they would be placed under house arrest or detained in some fashion. It was generally considered in America as being a development which would move China and the United States closer together. If the Gang of Four had succeeded, that probably would have strained the relations between China and America. Since the Gang was not successful and Chairman Hua tends to be more open and wants to modernize, it is felt that relations will not be disturbed between the United States and China. In fact, they may be improved. That generally is the feeling reported in the United States. However, most people are mystified as to how the smashing of the Gang of Four happened. Most of us are mystified, for example, as to how the change came about and who was making what decisions at what time. What was involved in the power struggle? How were the demonstrations that occurred all over China in support of Chairman Hua organized? Who decided they should happen and when they should happen? It was reported back home that demonstrations had occurred, and we saw pictures of them. We had friends from Ohio State who were here during that time who witnessed the parades, but how they were organized and who made what decisions when, remains a puzzle to us. Part of the mystery is the reported violence in Tien an Men Square. We know that it occurred, but why did it happen? How did it develop? Who was injured? Was anyone arrested? Those sorts of answers we don't know and are very curious about.

Shen Chun-hao--What we understand is also limited. Although we are Chinese, we just live in Shanghai, so our understanding and what we know is limited. The downfall of the Gang of Four is known to all of us, but we don't know clearly about the whole process of smashing of the Gang of Four. The name Gang of Four was given by Chairman Mao when Chairman Mao criticized Chiang Ching and her cohorts.

Chairman Mao wanted to solve the problem of the Gang of Four when he lived, but there was no time for him to accomplish it. Two or three years ago Chairman Mao had criticized the Gang of Four.

M.E.G.--Was Chairman Mao too ill and too aged during the past two years to be able to lead a purge of the Gang of Four?

Shen Chun-hao--During that time Chairman Mao was seriously ill. He made a decision on solving the problem of the Gang of Four. Hua Kuo-feng led the whole Party in smashing the Gang of Four. What he did was to carry out Chairman Mao's behest.

M.E.G.--Was it through the Party organization that the word went out to the people that the Gang of Four has been smashed, and that they should now rally around Chairman Hua? I'm trying to envision how that word got out to over 900 million people. Everywhere we've gone and at every briefing we've had there has been reference to the Gang of Four. By what mechanism did that word get out to all of those people? That is overwhelming to us.

Shen Chun-hao--Let me start from the beginning of the Cultural Revolution. The Cultural Revolution was a great revolution, personally led and initiated by our great leader Chairman Mao. The revolution initiated and led by Chairman Mao was to solve the two line struggle within the Party--to deal with the revisionist line of Liu Shao-chi. I think the merits of the Cultural Revolution and the significance of it should be regarded as correct and will be correct forever.

During the Cultural Revolution the Gang of Four gained power by tricks and maneuvering.

M.E.G.--Is that when they gained control of the media?

Shen Chun-hao--In the Cultural Revolution they considered themselves as leftists, radicals, revolutionaries, and Marxists.

When we smashed Lin Piao's anti-Party clique, I think the Gang of Four had some illegal relations with them.

In the Cultural Revolution Chairman Mao laid down the correct policy line for the revolution, but the Gang of Four interfered with Chairman Mao's line of policy and tried to lead the revolution astray. For instance, they put forward the slogan, "Suspect all, Overthrow all." These reactionary slogans were made up by Lin Piao and the Gang of Four.

M.E.G.--University professors, as I recall, were often humiliated during the Cultural Revolution. Sometimes they were forced to wear dunce caps, for example. Was that at the urging of the Gang of Four? Did that sort of thing occur because of their involvement in the Cultural Revolution?

Shen Chun-hao--That is right. The intellectuals fought the Gang of Four. They educated and criticized the mistakes of the Gang of Four and their bourgeois outlook.

Chairman Mao led the Cultural Revolution. He tried to help the people of China to distinguish the correct line from the wrong line and real Marxism from sham Marxism.

The Gang of Four extended the targets of attack.

M.E.G.--You say that the Gang of Four had taken the Cultural Revolution too far. Was it at that point when Chairman Mao recognized what was happening and called in the PLA to calm things down?

Shen Chun-hao--I think it is not the only reason for PLA to interrupt. I think the PLA also came to learn something about the Cultural Revolution while joining the revolution.

Andy Thress--I am confused about one point. Much of the Cultural Revolution was carried out by the Red Guard who paraded the university professors around the block in their dunce caps. The Red Guard disrupted a great deal and were the main force of Chairman Mao's Cultural Revolution. Is that correct?

Shen Chun-hao--In every revolutionary movement students have been friends of the revolution. Also, the aim of the Cultural Revolution was to have the people recognize the true Marxism from sham, and to solve the problem of how to consolidate political power after the proletariate had already taken power.

Andy Thress--I was wondering who was really in charge of the Red Guard--the Gang of Four or Chairman Mao?

Shen Chun-hao--Generally, the movement of the Red Guard was led by Chairman Mao, but the Gang of Four interfered with the movement. The Gang of Four made use of some Red Guard, spreading their falacies--overthrowing all, suspecting all--They wanted to knock all older cadres out, so, as you mentioned, they went too far. Some Red Guards helped them in their effort.

When Chairman Mao discovered their schemes, he sharply pointed out that the Cultural Revolution was to raise the political consciousness of people. It was not to wipe out some people physically.

M.E.G.--One question remains with me. I can understand why, during the last couple of years of his life, when Chairman Mao was aged and not well, that he and his supporters would not risk trying to smash the Gang of Four. At the end of the Cultural Revolution in 1969, however, he was not ill and was not infirm. Why at that point did he not smash the Gang of Four since they had interfered with the Cultural Revolution and had been disruptive?

Shen Chun-hao--In 1969 Chairman Mao had not yet given them the name of Gang of Four because at that time these four people were not open.

M.E.G.--Did he not know who they were and what they were doing at that point?

Shen Chun-hao--In China's history many revisionists, capitalists, and opportunists in practice opposed Chairman Mao, but they openly supported him. In private they opposed him. This is a common thing in China's history. At that time the Gang of Four supported Chairman Mao publicly but in private they engaged in intrigue. At that time we could not recognize them clearly.

M.E.G.--When you say "we" could not recognize them clearly, does that mean that it was likely true that Chairman Mao did not recognize them clearly either?

Shen Chun-hao--It took time for everybody to recognize them.

M.E.G.--Did Chairman Mao? We may not know, and if he didn't, that's understandable. He was after all a human being, and he may not have recognized them. It can be very difficult in a position of power to recognize all that is happening around one. I can understand that, but is it felt now that he had not recognized at that time that those people were trying to undermine him and that they would eventually try to take control. Is that why he didn't smash them at that time?

Shen Chun-hao--Chiang Ching always made speeches at mass rallies on behalf of Chairman Mao--I bring you Chairman Mao's regards, Chairman Mao wants to see you, etc. She really cheated many people.

Andy Thress--Chiang Ching, during the Cultural Revolution, had a very important role, especially in the arts. Did Chairman Mao approve of the role that she played in the Cultural Revolution?

Shen Chun-hao--This is an opinion of Chiang Ching held at home and abroad. It was thought that Chiang Ching was the absolute authority in the furtherance of literature and art, but actually she was not. She thought of herself as the standard bearer of the Cultural Revolution, but that was not true.

Andy Thress--But did Chairman Mao still approve of her activities during the Cultural Revolution?

Shen Chun-hao--Many actions Chiang Ching did first, and then Chairman Mao knew it. Chairman Mao also criticized her.

M.E.G.--When was that? When did Chairman Mao first use the term "Gang of Four"?

Shen Chun-hao--In 1974.

M.E.G.--So between 1969 and 1974 he began to become more and more aware of the emergence of the Gang of Four. In 1974 he warned them not to form a Gang of Four. Between 1974 and 1976 Chairman Mao was ill and he died in 1976.

Shen Chun-hao--In July 1974 Chairman Mao criticized the Gang of Four. He told them, don't form sectarian groups or a Gang of Four. If you do you will fall down. At the end of 1974 he repudiated them again--don't form a Gang of Four. Don't do it anymore, and don't form a small group.

M.E.G.--Was that rebuke or warning shared with the Chinese people?

Shen Chun-hao--In the small circle of leading cadres. Actually, Chairman Mao always had to watch the cadres who made mistakes.

When the Fourth National People's Congress was held, their ambition to use the Party and power grew stronger and they exposed themselves. They made vicious accusations against Premier Chou En-lai. At that time Chairman Mao was angry and he seriously criticized them.

Behind the back of Chairman Mao Chiang Ching still made tricks. She wanted to form her cabinet during the National Congress. She wanted to name Wang Hung-wen as chairman of the Standing Committee of the People's Progress and she wanted to dismiss the regular Chairman from the People's Progress.

M.E.G.--Was all of this known to the Chinese people when it was happening?

Shen Chun-hao--It was not known to all the people, but Chairman Mao knew.

M.E.G.--Who has made all of this known? Who are the people who have written about these events?

Shen Chun-hao--Many of the leaders in the Central Committee told the people. We also have gotten many materials from the homes of Gang of Four. Chairman Mao's instructions for criticizing them were to get these materials from the families of Gang of Four.

M.E.G.--I'm going to ask you a question that Americans would ask themselves in a similar situation. How do you know that all of this is true?

Shen Chun-hao--Yes, it's true because we have a lot of facts, a lot of evidence. When I say the masses did not know, that means the people in

Shanghai at that time did not know, really. But the majority of cadres in Peking knew about their vicious actions, and they already hated them because Shanghai was the base of the Gang of Four. They strictly controlled Shanghai, so we did not know. All people did not know. At that time people trusted many things about the Gang of Four.

M.E.G.--This is interesting because it follows the developments chronologically. Chou En-lai died in January, 1976 before Chairman Mao died. Is that correct? It was after his death that the violence occurred at Tien an Men Square. What happened there and why did it happen?

Shen Chun-hao--I would like to touch on another point, before dealing with that. Another time Chiang Ching and her cohorts wanted to form their own cabinet and Chairman Mao criticized them. He said, "Chiang Ching wants Wang Hung-wen to be the Chairman of the Standing Committee, and she herself wants to be Chairman of the Party. She has ambitions--wild ambitions." During the Fourth National Peoples' Congress, their schemes were not realized and they were defeated by Chairman Mao. Chairman Mao let the Congress choose Comrade Chou En-lai as Premier of the State Counsel. At the meeting of political bureau Chairman Mao criticized Chiang Ching again. Chairman Mao said, "Chiang Ching represents herself, not me. She can't represent me. She can represent herself, that's all." Then from 1972 to 1975 Chairman Mao was seriously ill, but he further laid the plan for solving the problem of Gang of Four.

Chairman Mao said several times, "The problem of the Gang of Four must be solved by the first half of the year 1975. If it can't be solved, then in the second half of 1975. If still not, let the problem be solved in the first half of 1976. If still not, in the second half of 1976." This shows the determination of Chairman Mao to solve the problem of the Gang of Four. He talked about his problem with many cadres in the Political Bureau.

Now, regarding the Tien an Men Square incident. According to tradition, Chinese people at the beginning of April think of the martyrs who lay down for the Revolution. They place wreaths for that. This is a tradition of the Chinese people. Chou En-lai died in January, 1976, and several months later at the beginning of April, the people went to Tien an Men Square to display their grief in memory of Premier Chou En-lai.

M.E.G.--Where were the wreaths placed?

Shen Chun-hao--Ah, there's the Yellow River.

M.E.G.--Oh, yes! We read about it for a long time. Seeing the Yellow River is like something that has come to life out of history books for us.

Shen Chun-hao--So they placed wreaths to extend their sincere feeling for Chou En-lai at the beginning of April.

M.E.G.--Did they put them at the base of the Monument to the People's Heroes?

Shen Chun-hao--Yes, yes.

The people living in the capital detected the crimes and bad attitudes of the Gang of Four toward Premier Chou En-lai. The people respected Premier Chou En-lai. The Gang of Four controlled the newspapers--the media. They didn't permit the newspapers to publish articles relating to Chou En-lai's life and the various achievements he made for the people. Many people wrote articles expressing their feelings for Chou En-lai but they were not allowed to be published in the newspapers.

Thousands and thousands of people carried wreaths to Tien an Men Square to show their sincere feelings for Premier Chou En-lai. It was magnificent.

Among those people who went to Tien an Men Square were some who wrote articles and big character posters expressing feelings about crimes committed by the Gang of Four. The Gang of Four ordered groups of people to go down to Tien an Men Square on the pretense of maintaining peace and order. They sent a batch of people to take away the wreaths presented by the people. It aroused the indignation of the people. The confrontation arose at Tien an Men Square because of the Gang of Four counterrevolutionists among the people. So now after investigation, it is clear that troublemakers at Tien an Men Square took away the wreaths presented by the people on orders from the Gang of Four to make trouble at Tien an Men Square. The troublemakers following orders by the Gang of Four caused the fighting among the people on Tien an Men Square.

M.E.G.--Was the fighting between the people who were criticizing the taking of the wreaths and those who were supporters of the Gang of Four? Did they identify themselves as such?

Shen Chun-hao--What caused the fighting? The majority of people there had expressed their feelings by presenting wreaths. When they saw someone taking away the wreaths, they stopped them. Still, they insisted on taking them away.

M.E.G.--That's when the fighting started?

Shen Chun-hao--Yes.

M.E.G.--There were some automobiles burned. Who burned them?

Shen Chun-hao--In order to make chaos and disorder during the debating some people set fire to the automobiles.

M.E.G.--The police then came in and stopped the fighting?

Shen Chun-hao--Mainly the policemen came to Tien an Men Square to maintain discipline and order because thousands and thousands of people gathered on Tien an Men Square.

M.E.G.--Was the PLA involved?

Shen Chun-hao--They have set guards at Tien an Men Square and the Great Hall of the People. Nearby the Great Hall of the People there is a PLA campus. Mainly, the conflict was among people with two different views on the problem.

M.E.G.--Was this conflict reported in the Chinese press? Did you hear about the conflict when it happened?

Shen Chun-hao--Two or three days later it appeared in the newspapers.

M.E.G.--Was it accurately reported?

Shen Chun-hao--The media were controlled by the Gang of Four, so they distorted the real facts.

M.E.G.--So you didn't know what happened?

Shen Chun-hao--We did get some information from people who were at Tien an Men Square.

Andy Thress--Did the newspapers blame a certain group for starting the riots?

Shen Chun-hao--This was one step by the Gang of Four to usurp leadership, so they reported in the newspaper to the people that all the fighting was caused by Comrade Teng Shao-ping. They claimed that Teng Shao-ping caused the incident on Tien an Men Square.

M.E.G.--Did you believe that when you read it in the newspaper?

Shen Chun-hao--To tell you the truth, we suspected. We doubted that the incident was related to Teng Shao-ping. Through the exposing of the crimes committed by the Gang of Four, the matter is getting clearer and clearer. Teng Shao-ping had nothing to do with the Tien an Men Square incident.

M.E.G.--That happened in April, and Chairman Mao died in September. That was when we made application to come here. We didn't know whether our application would be accepted or not because of the earthquakes, because of the death of Chairman Mao, and because of the confusion.

Shen Chun-hao--After Chairman Mao's death, the Gang of Four considered it a good opportunity for them to sieze the supreme leadership and to attack Comrade Hua Kuo-feng.

It was arranged by Chairman Mao before his death that Hua Kuo-feng should become chairman. In April of 1976 Chairman Mao told Hua Kuo-feng, "With you in charge I am at ease."

Chairman Mao promoted Hua Kuo-feng as the First Premier in the State Council. It had never happened before in Chinese history.

It shows that Chairman Mao had made the decision before his death.

In a few minutes we will arrive in Chengchow. Shall we stop?

M.E.G.--Yes, but hopefully we can talk further. I would like to know what you think all of this means for education and for the schools. Perhaps another train ride.

BRIEFING AT THE
YELLOW RIVER PUMPING STATION

Chengchou, 7-12-77

BRIEFING AT THE YELLOW RIVER PUMPING STATION

CHENGCHOU

This is Comrade Ming, the responsible person at this water pumping station. This is Comrade Yung, also a responsible person at this water pumping station. Now Comrade Yung will briefly talk about this water pumping station. On behalf of all the staff members of our station we warmly welcome our American friends to visit our station.

This station was constructed according to Chairman Mao's directive to build works on the Yellow River.

Before I give you an introduction to our station, I will tell you briefly about the Yellow River.

This is the second largest river in our country. This Yellow River flows through nine provinces. The entire length is 5,464 kilometers. The basin area of the Yellow River occupies 750,000 square kilometers.

The Yellow River flows through loess highlands of about 530,000 square kilometers. Of this area about 430,000 square kilometers are subject to serious erosion. Every year enough silt accumulates in the Yellow River to make a wall 1 meter high and 1 meter wide around the earth 27 times. Of this 1.6 billion tons of silt, 3/4 drains into the sea and 1/4 settles in the river bed. The Yellow River fills up year-by-year down stream. Sometimes the river bed is higher than the ground by about 5 meters or even up to 10 meters.

During the past 2,500 years the river has flooded over 1500 times and has had a main change of course twenty-six times. Every time there is a flood there is serious disaster for the Chinese people.

After Liberation our great leader Chairman Mao concerned himself with how to conserve and control the Yellow River.

Our great leader Chairman Mao and our great leader Premier Chou several times inspected the Yellow River. In 1952 Chairman Mao inspected the Yellow River, and came up to here and sat on the hill. This is a picture of that event.

In 1952, after inspecting the Yellow River, Chairman Mao gave out the call that work on the Yellow River must be done well. Along the Yellow River about 100 million people all applied Chairman Mao's great call and began water conservancy on the Yellow River.

In the upper reaches and in the middle reaches, we have built large reservoirs to maintain the water. After liberation we built the reservoirs to maintain water at a high level for the mountain villages. Also we have used loess to build terraces in the hills to reduce serious erosion. We also have planted trees and crops in the highlands to reduce erosion and to reduce the silt in the river. Dikes have also been built on the Yellow River in the lower regions. The water must come through by the dikes. The dikes have been consolidated and are now about 1,800 kilometers long from here to East co st. We have also constructed many water locks so as to use the Yellow River as water for irrigation and to bring silt to the hills for sedimentation. The Yellow River silt is very fertile and is good for agriculture. Since liberation 28 years ago the Yellow River has not flooded in this region.

This water pumping station on the south bank of the Yellow River is only one project of the Yellow River water conservancy program. We are about 28 kilometers from Chengchow.

This station was contracted in 1970 and was finished completely in 1972. It took 2 years and 3 months to build it. The Canals of about 40 kilometers in length have been built to the city. The water pumping station was built on 2 levels.

This is the first stage where there are 16 pumps. In the first stage all 16 pumps working together can pump ten cubic meters of water per second. In 24 hours they can supply 816,000 cubic meters of water to Chengchow city.

The water supplied to the city goes through 5 tunnels, which altogether are 3,400 meters long. After flowing through the tunnels, the water crosses two rivers by way of 2 aquaducts.

The aquaducts are about 800 meters long and the bridges are about 20 meters high.

The Yellow River water contains much silt and is very muddy. In order to get clean the water, we have built silting pumps, so that water supplied to the city goes through more than 10 such pumps.

The silt content of the Yellow River averages 37 kilograms for every cubic meter of water.

Ten hours after passing through the silting pumps, the water is clean enough to use in the city. The water we drink in the hotel is from the Yellow River. We also supply water for industrial use. Another way we use the Yellow River's water is to brush and wash the city's streets. The water is also used for irrigation.

Before liberation in the mountains the yield of the wheat was only 20 kilograms per mu. After liberation before the water pumping station was built, the yield was up to 75 kilograms per mu. Now, after using the silt and the water from the pumping station, the output is 250 kilograms per mu.

The water pumping station was built according to Chairman Mao's principle of relying on ourselves.

The water pumping station cost about 7 million yuan. The 7 million yuan was not provided by the state but by the local people in the Chengchow area. In addition, all of the equipment used in the construction of the station was made in Honan Province. Four million labor days were required in the construction of the station.

At that time all the people joined with the project, including cadres, students, workers and peasants, and many persons worked on the project without pay. Many cadres and workers used their holidays to join in the work. Now all the staff members of our station under the wise leadership of Chairman Hua carry out the behest of our great leader Chairman Mao.

After the smashing of the Gang of Four, all of the workers have been producing at the highest rate. They will now use their ability to build a new water pumping station about 300 meters from here.

When finished, the new water pumping station will be able to pump about 1.3 times more water than is pumped here. After the smashing of the Gang of Four much new development has gone on here.

This year in the spring we built many terraced hills and planted trees. We were joined in this work by workers from the city. Altogether, 120,000 persons came here to do this work.

They built terraced hills of about 180,000 square meters and planted about 75,000 trees.

This is the end of our introduction. Let's have a look at the pumping station and then come back here for discussion.

Question: How many days per year do you pump?

Almost all the time. Only twenty days during the year do we not pump at all.

Question: How many water conservancy projects are there along the Yellow River?

More than 10,000.

Question: Do women help with the hard labor on this project? What type of jobs do they do?

The women did join in the construction of this station. They did the same work as the men except for the especially heavy jobs. They helped to transport stones, transport sand, build walls, build steps, and many even drove the machines.

Question: When you must dig a channel to bring in some water to start pumping again, how many working days will it take to open the channel? Where will the workers come from?

They use 500 persons working one day to finish. Where do the workers come from? A few of them are workers in this station. Peasants from the local production brigades support them, and some workers also come from the factories.

Question: How many times per year must the channel be dug?

Only one or two times in one year.

Question: During flood time does a lot of floating debris come down the river?

Yes, but we build a net to hold it out.

BRIEFING AT THE PAI TSUNG
(WHITE VILLAGE) PRODUCTION BRIGADE

Chengchou, 7-12-77

Briefing at the Pai Tsung
(White Village) Production Brigade
Chengchou

This is Miss Ta Gai-shu, the Vice-Chairman of the Revolutionary Committee of this production brigade.

On behalf of all the members of our production brigade and the production brigade Revolutionary Committee I want to warmly welcome our American friends.

Now I will give you a brief account about our production brigade. As you listen, please taste our apples.

Our production brigade is a one level brigade. In the people's commune there typically are three levels of organization--the people's commune, the production brigade, and the production team. In this production brigade there is only one level, with no production team or commune unit, the basic commune unit is in the production brigade. There are altogether 105 households in our village with 618 people.

The cultivated land totals 617 mu. This includes more than 200 mu planted in orchards.

Our main production is grain and fruit.

Before liberation the yield of the grain was only 35 kilograms per mu.

Also we suffered exploitation by the Imperialists and from fuedalism and capitalism, so the people had a poor life.

In 1942 there was a drought and more than 40 persons starved to death.

At that time the village was very small and very poor, and it suffered many disasters such as droughts and floods.

At that time the poor people were exploited by the landlords. They were very poor and lived in the broken down houses, eating wild vegetables and wild plants. But the landlords had a rich life.

You need to know how the poor peasants lived before liberation.

After liberation the poor people were liberated by our Party and now they have developed a new life in the country.

Under the leadership of our production brigade, the Party has branched. Our production brigade now carries out the class struggle as the key link, and follows the Party's basic revolutionary line.

We criticized revisionism and capitalism and we try our best to work for socialism.

After the Great Proletarian Cultural Revolution we criticized Liu Shao-chi's revisionist line and Lin Piao's revisionist line. All the members of our production brigade are in high spirits and raise their socialist consciousness.

We carry out Chairman Mao's directive in agriculture.

In 1970 we began to change the face of our village. We moved away thirty-two sandy soil hills. We cleared the peat and punk - and moved about 800,000 cubic meters of sandy soil.

We developed more than 100 mu of cultivated land. We changed the fields and now the yield is up more than before.

In 1976 our yield of grain was about 1,709 kilos per mu. This is more than 800 kilograms per mu. Before liberation we got only 35 kilograms per mu. Before the Cultural Revolution we got only up to 200 kilograms, and last year we increased to more than 850 kilograms per mu. According to Chairman Mao's directive on agricultural, farming is a key link, but we also should develop forestry, chicken breeding, livestock breeding, flour milling, etc.

Our agricultural equipment includes two trucks, six tractors and five rubber wheel carts. Altogether we have ninety animals including horses, mules and donkeys. We have thirteen water wells with pumps.

We have planted about 320,000 trees.

Our water channel is about 5,500 meters long and is covered with concrete. We have about 640 pigs that belong to the collective.

We have stored about 360,000 kilos of grain.

The annual ration of grain is now about 265 kilograms per person.

Our production brigade manages a primary school and a clinic.

The primary school is for pupils from our villages and from the commune and is without fee. Medical treatment is also free.

All the members of our production brigade carry out Chairman Hua's policy to grasp the key link and run the country well.

Also we study Chairman Mao's selected works and promote production by following the Party's basic revolutionary line.

Under the leadership of our wise leader Chairman Hua we will carry out to the end the criticism of the Gang of Four.

Now I tell you about the program this afternoon.

We will look at the shop here in the village. We will see grain storage, pig breeding, fields, the fish pond, the cattle barn and the apple orchard. Finally, we will visit peasant families.

The next part of the program is to test apples produced by this production brigade. Delicious, very good.

Question - How many students attend the primary school?

There are 122 pupils in the primary school and 70 pupils in the middle school.

There is no middle school here. There is a lower, middle school of three years at the commune level.

There are seven primary school teachers here.

All pupils can go to middle school.

Question - How many do go?

Already there are 70 students in the middle school and 120 pupils in primary school. In several years these 120 pupils will also be in the middle school.

Question - Could I ask the vice chairwoman if she grew up in this village and attend school here?

She was born here and grew up here. She attended the local primary school and then went to middle school outside. After graduation from middle school, she came back to village.

Question - Was it her decision to come back?

Yes. The students are welcome to go back to their villages after graduation.

Question - Could she or the chairman tell us the process by which the products of this brigade are put onto the market?

They are delivered to the fruit company.

Question - How far away is the fruit company?

About five kilometers.

Question - How is the fruit taken to the fruit company?

They use trucks and tractors.

Question - Does the fruit company pay for the apples and then sell them? How do the people here receive income from those apples?

We send the apples to the company and are immediately paid for them in cash.

Question - If you deliver twice as many apples next year, you'll get twice as much money in return. Is that correct?

Yes.

Question - Do peasants here own their own homes?

They are private, yes.

Question - Is it usual for a woman to be a vice-chairman of the Revolutionary Committee? What did she do which led her into the office?

After graduation from middle school, I applied to come back home for the purpose of being reeducated. After I had taken part in physical labor here I was elected by the commune members to become vice-chairman of the brigade.

Question - What is she in charge of?

I am in charge of the women workers.

Question - How many vice-chairmen are there in the brigade?

Three.

Question - How do their responsibilities break down?

She is in charge of women workers, another chairman is in charge of production, and one is in charge of side occupations--raising livestock, pigs, fish etc.

Question - Can they describe the library facilities available here?

The library is very small with just over 1000 books.

Question - Do they have children's books in it?

They have picture books.

Question - What do the primary school teachers do during the summer? Do they continue working during the summer or do they have another occupation?

They participate in labor during summer vacation.

Question - Where did the teachers receive their training?

This teacher, for example, graduated from the Chengchou Municipal Teachers School.

Question - Is that a two-year program?

After middle school she went to the teacher's school for three years.

Most of them graduated from the senior middle school and then left. They returned to be teachers here.

Question - Do they give exams in the primary and the middle school?

Yes, both for pupils and students.

Question - Is an exam going on today?

They finished the exams already.

Question - What about in the middle school?

Finished.

Question - When we were at the home they talked about family earnings. I understand that those go on work points. Can they explain how work points are assigned and give some examples?

For heavy work one could get ten points, and the work is graded--five, six, seven etc.

According to the regulations of the men they should work twenty-four days a month. But the brigade members show their enthusiasm for working, so usually they work more than the regulations require. Generally speaking, many of the men work more than 320 days a year.

Question - What type or form of examinations are used in the school?

Both open book and closed book examinations.

Question - What do each of the teachers teach?

Chinese and arithmetic.

Question - Would you ask them what they would have to pay for one walking tractor and how they decide what machinery to buy.

We can afford to buy machinery we need. We have the public fund with plenty of money. Up to now we have two trucks, three big size tractors and three walking tractors.

Question - What would the price of one walking tractor be?

The walking tractor costs over 2000 yuan, but we are able to buy them.

Question - Back to the work points. Is it possible for a woman to get ten points, and can you tell me a specific example of somebody who earns ten and somebody who earns five work points.

Women can do whatever men do, so they too are able to get ten points.

Just now you saw some people wearing an award. Those people have done a good job in this production brigade. We are learning from Tachai, so we have set up three criteria. If someone's work has been up to the three criteria then they receive the award. The three criteria are: (1) putting politics in command; (2) love for the country and the collective; and (3) a good attitude toward labor while making contributions to the state to the collective. Those people meeting the criteria are praised and awarded.

VISIT TO A PEASANT HOME

PAI TSUNG PRODUCTION BRIGADE

Chengchou, 7-12-77

VISIT TO A PEASANT HOME
PAI TSUNG PRODUCTION BRIGADE
CHENGCHOU

This lady's name is Chou Su Yin and is a housewife.

Question: Tell her we appreciate her allowing us to come into her home. May we ask some questions about her and her life and her home?

Yes. You are welcome.

Question: How many rooms are there in her home?

We have seven persons in our family and we have six rooms.

Question: Do they own the home?

Yes.

Question: Did they build it?

Yes. They saved money and bought building materials from the production brigade, very cheaply. Production brigade has a kiln and can fire many bricks. They can help you to build.

Question: How recently was this house built?

It was built during 1964. The seven members of the family include her husband, a younger brother, her mother-in-law, herself and three children. Two daughters and one son.

Question: How old are the children?

The daughter is seven years old, the second and third children are twins--a boy and a girl, four years old.

Question: Where are the children now?

To play around the village.

Question: Can she describe what a typical day in her life would be like?

She milks and helps with the breeding of calves.

Question: What time does she get up in the morning?

Five o'clock.

Her work is a bit different from others who labor in the fields because she must grasp the chance for milking. So she goes out in the morning at about half-past five and goes to the cow breeding room for milking and to help prepare food for the commune. Then she comes back home. Her mother-in-law prepares meals for the family.

Question: What did they have for breakfast today?

This morning her breakfast was Chinese steamed bread, and fruit mixed with wheat flour. For lunch she had some rice and bran mixed together. Some children like the bran and the lady and her husband like the rice. They have some dishes made with mussels.

After breakfast she goes again to the cow barns until 12 o'clock. Then she comes back home for lunch and has a rest. She returns to work at 2 o'clock and returns home at about half-past six.

Question: What do they do in the evening after work?

After supper they talk to each other because in the daytime they are all outside to work. They play with children and sometimes watch television shows. Television is located very near here. Sometimes they also have films.

Question: Does she often go into the city?

About once a year. Before there were no shops for ladies, but now they have their own shop. If they want to buy something they don't need to go to the city.

Question: Do they pay for the electricity they use here? And how much?

No electricity. This is gas. If they had a bulb of 25 watts they would pay 25¢ a month for it. Very cheap.

BRIEFING AT KAIFENG TEACHER'S COLLEGE

Kaifeng, 7-13-77

BRIEFING AT KAIFENG TEACHER'S COLLEGE

KAIFENG

This is the Vice-Chairman of the Revolutionary Committee of the College. The rest of the people are staff members of the College.

Mr. Ku would like to give you an introduction to the College.

First of all I extend a warm welcome to you the friends from America here from Ohio State University.

Kaifeng Teacher's College is meant to train teachers for the senior middle school.

The faculty of the College is around 1,300 with 2,800 students. Schooling here is for 3 years.

The College has 10 departments. The Departments of Chinese, History, Political Education, Foreign Language, Mathematics, Physics, Chemistry, Geography, Physical Training and Art. We have a library with 1,100,000 volumes.

The college also runs factories and farms, and we have a machinery plant, a chemical plant, and a printing house. Besides we also have a primary school and a kindergarten.

Our College was an old university named Hunan university in the past. The College was established in 1912 with a history of 65 years. Before liberation the College was dominated by exploiters, so the college served the landlords and capitalists. After liberation, under the leadership of the Party, the school has been transformed, and the scale of the school has been extended. Especially after the Cultural Revolution, in line with Chairman Mao's revolutionary policy in education, we led a revolution in education. Up to now we achieved good results in our efforts.

In recent years we suffered a lot because of the Gang of Four. The Gang of Four tramped on Chairman Mao's policy in education and the Party leadership in the schools and the policy toward intellectuals.

Our wise leader, Chairman Hua, carries out Chairman Mao's behest and has led the whole Party to smash at one blow the Gang of Four. We have won a great historical victory.

Education has been liberated because of the downfall of the Gang of Four. Since we have smashed the Gang of Four through the deep criticism and exposure of the Gang of Four under the leadership of wise leader Chairman Hua, we have won great victory in this way.

First of all we have strengthened the leadership of the Party in the school. For instance, the criticism of the Gang of Four was carried out under the unified leadership of the Party Committee.

Chairman Mao's policy in education has been implemented and practiced in our College.

In the past, if our students studied culture very hard while putting politics in command, the Gang of Four labeled them as being bourgeois specialists without socialist culture. At present the students study culture and scientific knowledge very hard while putting proletarian politics in command.

The socialist enthusiasm of the teachers and the staff has been greatly raised. In the world situation our College is excellent as throughout China.

Under the leadership of the Party's Central Committee, headed by our wise leader Chairman Hua, we are determined to carry out the struggle and criticism of the Gang of Four through to the end, and we are determined to carry the revolution of education through to the end.

This is just a brief introduction to our College.

This morning I want to show you our library, and I want to take you to the Foreign Language Department and the Art Department.

Shall we go, shall we walk around?

Question: Will we come back here to ask questions?

We will come back for questions and to see a performance.

Ladies and gentlemen. This morning the teachers and students of the Foreign Language Department of Kaifeng Teacher's College would like to welcome our distinguished friends from America from The College of Education at Ohio State University. They have traveled thousands of kilometers across the ocean to China for this visit. Their visit is a good example of the attempts being made to develop the understanding and fellowship between our two peoples. What's more, with English as their mother tongue, their presence and visit to our department offers great encouragement to the students of the Foreign Language Department who work and study. For this I am grateful.

Now on behalf of the teachers and students I extend our warm welcome. Although the weather is very hot, we would like to welcome you with some English songs and would like to talk with you in small groups. Before that, though, I would like to make a few brief comments about our department.

As you all know, the college is a teacher's college--a college for the training of teachers for the province. This department is the Foreign Language Department.

After the Great Proletarian Cultural Revolution we began in 1972 to select students from among workers, peasants and soldiers and are trained here for three years. They are being trained to be middle school teachers and after graduation they will be sent to work in different cities in the province.

The students, with practical experience which was gained through the reeducation and training in factories and communes before they came to the college, are working very hard at their studies. For most of the time the students have their English lessons and other subjects, such as politics, Chinese, and their songs. Most of the time they get their lessons at the college, but sometimes the students have to go down to the countryside or to the factory or a commune unit to learn about society from the workers, soldiers and the peasants. They learn through the experience to combine practice with theory when serving the people. They are therefore trained to be better teachers.

During their three years here the students go to the countryside for their education with companions and learn about farming and scientific research for six weeks.

Another six weeks are spent in factories. They combine what they have learned from books with practice and learn from those older and more experienced workers how to serve the people better and learn especially from their advanced ideology. In this way we are trying to implement Chairman Mao's ways to cultivate the students into cultured middle school teachers so to serve the people better.

During their stay for the 3 years in the college the students for most of the time have their English lessons, and what is more they study politics, Chinese, theory of education, and audio-visual education. The teachers and the students are working hard at English teaching work and study because they know that they study the foreign language not for themselves but for social revolution and cultural revolution of the world. They hope to help the people of other countries, to learn from the experience of other countries, and to build our own country better and make more contributions to mankind.

An entirely new outlook in the Economics Department as well as the whole college has emerged since the Great Cultural Revolution and the smashing of the Gang of Four. The Gang of Four are a group of counter-revolutionaries. Criticism is being carried on in our department of the Gang of Four for their crimes and for their interfering with educational work. We are attempting to eliminate abuses and poisonous ideas put forward by the Gang of Four as well as by Lin Piao and Liu Shao-chi. They had done great harm to education.

Since the smashing of the Gang of Four a new look has emerged, and the students and teachers are working harder and harder.

The students and teachers seek to take part in the political movement and to discuss their future work. The students reflect their teachers and the teachers have to love and help the students as much as they can. But, of course, China is a developing country and their is much to be done in education.

We have still some shortcomings but we are attempting to answer the great call of Chairman Hua to grasp the key link and run the country well.

This morning the students and the teachers of our college are pleased to have a brief talk with our friends from America. I think the delegation is expected to divide themselves into four groups and the students and teachers will join the discussion.

First of all the students of the English Department have some songs in English for foreign friends. Shall we begin to sing now?

Musical Program

We will now give a performance in order to express our welcome to the American friends.

"The People of Taiwan Are Our Flesh and Blood" - Female Solo

"Sing a Folk Song to the Party" - Male Solo

"The Song of Hung Fu Lake Red Guard" - Female Duet

"Golden Embroidery" - Chorus

"Our Political Power Will Be Red Forever" - Female Solo

"Horse Race" - Chinese National Instruments

Discussion

Question: What is the most important skill she (one of the students present) is learning that will help her to teach middle school children?

Question: Are any of the students studying here being prepared to work with handicapped children?

Question: Would someone please discuss the third year of training when they are taught methods of teaching and theory of education?

Question: When the students graduate from Kaifeng Teacher's College, how many idiograms or characters would they know? How many idiograms or characters would the average person know?

Question: Are any of the teachers here training to be primary teachers? If not, do they train teachers for primary grades?

Question: How does a teacher conduct or lead a class in political science?

Question: Do you have a Department of Environmental Protection? How do you deal with this topic?

Question: How is it determined if a teacher becomes a teacher of English or a teacher of Physics or Chemistry?

Question: What different types of art do you have here, and can a student take or do anything he wants in art?

Question: Can someone give me an estimate of how many teacher colleges there are in China?

Question: Perhaps someone can clarify some confusion that I am sensing. We visited China in 1975 and were told at that time in every school that we visited, that every student was industrious, was working hard, was studying hard and working for the revolution, and that every professor was doing that too. Now in 1977 we're told that in 1975 that wasn't necessarily true. How does one know what to believe in China?

Question: Do you have physical education teachers for physical activity in this school, and is there competition between this school and other schools?

Question: Has every professor here had experience teaching in middle school and can you explain how student teaching is done?

Representatives from the Revolutionary Education Department will respond to your questions.

Our college is meant to train teachers for the middle school. We don't train the teachers for the disabled children, but our county has a special school for training this kind of teachers.

Question: Where is it located?

Every province has its own special schools.

The requirements for teachers. We train teachers to master the basic knowledge of his or her specialty and theory.

School here is for three years. In the third year the students go down to the middle school for practice teaching six different times.

In the third year we also give the students the educational pedagogy and Marxism and Leninism pedagogy.

The students assist the teachers in the middle school. They attend sessions and listen to the lessons given by the veteran teachers in the middle school.

The students here go to factory run middle schools, to middle schools in the countryside, and to coal mine middle schools.

When the students go to the middle school for practice, they do so under the guidance and with the help of the teachers here.

Students teach in the middle school for practice, and they also do ideological work among the students and among the pupils in the school.

How do we evaluate whether students will be effective teachers or not? This evaluation is made by teachers in the middle school and the teachers in our college.

The college trains only middle school teachers, not primary school teachers. Primary school teachers are trained at a teachers' school, not a teachers' college.

The students here are selected from among communes and factories with approval of the leadership. Before entering the college we have already identified the subjects and specialties the students will take in the college so normally when the students enter they already know what they will study. In some cases, if the program is not fitted for the students, changes could be made.

I have no idea about the exact number of teachers' colleges in China, but I can give you a rough figure. I estimate that there may be around 100 teachers' universities and colleges. Besides the local government also runs its own special teachers' school at different levels.

Question: At the local level do they prepare teachers for the middle school or simply primary school?

The local teachers' schools train the teachers for primary school and junior middle school as well.

Besides studying their specialties the students also join in all kinds of physical training and recreational activities, and they often have matches with teams from factories, people's communes and different schools. This enriches the lives of the students in the college.

Our college has 20 professors. They all graduated from universities--higher learning institutions. They have rich experience of middle school teaching, but this does not mean that all professors should have the experience of being a middle school teacher.

Question: It's not required, in other words?

That's correct.

You mentioned that in 1975 you visited the college. The Revolution in Education, it's true, was interfered with and sabotaged by the Gang of Four. But I think that during the Cultural Revolution, Chairman Mao's revolutionary line of education practically speaking dominated our schools. Of course, the Gang of Four interfered with Chairman Mao's policy of education, but the broad masses of teachers and students still studied hard and taught hard for the revolution. They wanted to build our socialist motherland and realize full modernization in China, so they conscientiously studied Marxism, Leninism, Mao Tse-tung Thought and the scientific theory. Of course, the revolution in education was influenced by the Gang of Four, especially in 1976. The Gang of Four frantically tramped on Chairman Mao's revolutionary line in educational policy and longed to destroy the Party leadership over the schools and the Party's policy toward the intellectuals. At that time the teachers and students waged a resolute struggle against them.

In the Spring of 1975, Chairman Mao issued instructions for people all over China to study the theory of proletarian dictatorship. So at that time people of all China, conscientiously studied the theory of proletarian dictatorship. They wanted to make their jobs better, but the Gang of Four wanted to use the Party instead of power and they ferretted out some mistakes and shortcomings in the revolution in education and attacked the revolution in education. So, generally speaking, Chairman Mao's revolutionary line in education during the Cultural Revolution mainly dominated our schools. Now, under the leadership of our wise leader Chairman Hua, we smashed the Gang of Four and the teachers have come into full play. Teachers here now work harder to train the people's teachers.

Political Education Department. The students in political education stay in school for three years to study four lessons of practical knowledge. That is, the history of Chinese Communist Party, philosophy, political economics, and the international Communist movement.

The content of political education is to study Chairman Mao's five volumes and Marxism/Leninism. There are about twenty-six varieties of works of Marxism/Leninism.

Besides the four main lessons, the students also have history, Chinese, physical training, and pedagogy.

We also practice open door schooling. That is to say, we go into the society for practice, combining what we study in the school. This accounts for 25% of the time devoted to each lesson.

The main content for the students is to make social investigations, and they go to the factories, people's communes, and other enterprises to make investigations there. They also join commune members and workers for political study for political movement there.

Within three years the students not only master the basic theory of Marxism/Leninism and Mao Tse-tung Thought, but they also by practice raise their political consciousness. The students also spend a month each year to learn from the P.L.A.

In Political Economics the students study six varieties of Marx, Lenin and Chairman Mao. We teach them Marx's works on capital.

The students during the second year start to study on capital, spending ten weeks on it. The students first study themselves, and then submit questions which I answer. Then the students study again.

I give lessons to the students just two or three times a week. Then I take the students to factories and people's communes to make investigations.

Generally speaking, the students during their stay of three years at the college study the theory of Marxism/Leninism, Mao Tse-tung Thought, especially Marxism on education. What is more, the students have to arm themselves with Mao Tse-tung Thought, so as to know why they are studying, how to study better, and how to tell the people what they have studied. Professionally, the students have a good grasp of basic knowledge. As for the basic vocabulary, each of the students has to remember and learn to use

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6,000 to 8,000 English words. They also have to have a grasp of the basic grammar. What is more, they have to have a basic knowledge of the teacher's skill. The teachers of the teachers' college have to know how to teach well. We don't try to just train the students to learn and gain the skill of teaching by theory, but by practical work. Sometimes we ask the students to go to the middle schools or to go to the countryside and factories and to benefit from the experiences of the teachers. Before their graduation they practice teach here in the middle school. What is more, as Chairman Mao taught the students, they should be concerned to serve the people better. That is what we have always followed in the the training of students to be good teachers of English.

On the question of the Art Department. In line with Chairman Mao's teaching, which enables everyone to receive an education and to develop intellectually, morally and physically, we have, besides specialties, politics and physical training as well. On the subject of politics, we have lessons on the history of China's Communist party, political economics, and dialectical materialism. On the subject of specialty, the students also study the theory of art. That means Marxism/Leninism/Mao Tse-tung Thought on art. The students also learn musical instruments, piano, accordian, dance, and singing. We practice open door schooling. The students go to a grass roots unit and give performances there, so the people can evaluate them. More important, we train them to be teachers who are loyal to the Party's call of education,

The students can study what I mentioned, but on the subject of musical instruments the student is allowed to choose one of them. We should put more stress on the education of the students so that they will be teachers who are most loyal to the Party's educational call. In this way they can study for the revolution and master their specialties as well.

At present we are putting more stress on criticism and exposure of Gang of Four because the Gang of Four made a mess ideologically in the minds of the students and teachers, so we should clarify the ideas. In some cases the relationship between teachers and students is not good because of the sabotage of the Gang of Four, so some students don't want to be teachers after graduation. That's all for the Art Department.

Because of limited time, we've just seen the library, the Foreign Language Department, the Art Department and then had discussion.

We hope you will come here again if you have a chance.

DISCUSSION WITH LÜXINGSHE INTERPRETORS
DURING TRAIN RIDE FROM KAIFENG TO SIAN

7-14-77

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M. Eugene Gilliom: We had traced the developments involving the Gang of Four up to the present, as I recall.

A. Thress: Yes. I think we got as far as 1976 and the disturbances at Tien An Men Square.

When we finished our last discussion, we had just talked about how Chairman Hua exposed the Gang of Four.

M.E.G.: At home there were many newspaper accounts of the demonstrations against the Gang of Four soon after their fall. We were told that demonstrations were held in Shanghai and Peking and all over China. Could you tell us something about that? What happened and how did people find out about the fall of the Gang of Four? How was the word spread?

Shen Chun-hao: After the death of Chairman Mao, the Gang of Four attempted to gain power in the Party. They made many tricks in attempting to usurp power.

M.E.G.: They made more tricks?

Shen: Yes, they made more tricks. They wanted to overthrow the Party's Central Committee, headed by Comrade Hua Kuo-feng.

M.E.G.: Hua was head of the Party's Central Committee at that time: Is that right?

Shen: Yes, Chairman Hua was first the Chairman of the Party Committee.

A.T.: What was Chiang Ching's position in the Party at that time?

Shen: She was a member of the Political Bureau of the Party's Central Committee. When Chairman Mao lived, Chairman Hua Kuo-feng was nominated as first Vice-Chairman of the Party's Central Committee as Premier of the State Counsel. The Gang of Four issued false instruction supposedly made by Chairman Mao. Actually, Chairman Mao gave Chairman Hua Kuo-feng instructions, but the Gang of Four issued false instruction which were contrary to the policy laid down. A year ago Chairman Mao wrote to Chairman Hua Kuo-feng, "Act according to past principles."

When Chairman Hua Kuo-feng reported to Chairman Mao on some problems in China, Chairman Mao instructed Hua Kuo-feng, according to past principles. Hua Kuo-feng passed Chairman Mao's instructions among the members of the Political Bureau of the Party Central Committee. Of course, the Gang of Four knew that. But few people in China knew that.

A.T.: What was Comrade Hua's position in the Party and the government at that time?

Shen: First Vice-Chairman of the Party's Central Committee and the Premier of the State Counsel. He was in charge of all of China.

Chairman Mao was ill, so Comrade Hua Kuo-feng took responsibility for the Party and the government.

M.E.G.: Had he been appointed to that position by Chairman Mao?

Yes.

A.T.: What did he do before he had that position?

Shen: He was a member of the Political Bureau. Before becoming acting Premier of the State Counsel he was Vice-Premier and the Minister of Public Security.

M.E.G.: Did Hua's emergence as the leader of China come as a surprise to the Chinese people?

Shen: It is not a surprise for the Chinese people because before the death of Chairman Mao Comrade Hua Kuo-feng was in charge of Party and the Central Government.

M.E.G.: A year ago would you have predicted that Chairman Hua would become Chairman?

Shen: When he was First Vice-Chairman of the Party's Central Committee we predicted that Hua Kuo-feng would become Chairman.

M.E.G.: How much do you know about Chairman Hua? Is he married, does he have children, do you know much about him?

Shen: We know some about him, but not very much. In 1949 Comrade Hua Kuo-feng worked in Hunan Province where Chairman Mao was born. He was the party secretary of the county and then the party secretary of the prefecture. During the Cultural Revolution he was the first secretary of Hunan Province.

M.E.G.: So he in a sense has risen through the ranks?

Shen: Chairman Mao highly praised Comrade Hua Kuo-feng. He said that Hua Kuo-feng had rich experience of leadership at the county level, the prefectural level, and the provincial level. When he worked on the Party Committee of Hunan Province he made a big contribution. Chairman Mao respected Hunan Province and Chairman Mao knew that Hua Kuo-feng was respected by the people in Hunan Province.

During the Cultural Revolution, Hua Kuo-feng was promoted to the Party Central Committee, recommended by Chairman Mao.

M.E.G.: Had Chairman Hua participated in the Long March?

Shen: No. He did not.

M.E.G.: So, he is one of the new emerging leaders, one of the first not to have participated in the Long March.

Shen: Yes. He is a young and new leader. He did join in the war of resistance against Japan and the war of liberation in China.

M.E.G.: So the orders were given by Chairman Mao and then they were falsified by the Gang of Four. Then what happened?

Shen: This was one kind of signal for usurping the Party's power. They changed Chairman Mao's instruction, from "Act according to past principles," to "Act in line with principles laid down." They also said that these were Chairman Mao's last words. Actually, Chairman Mao gave this instruction a year before he died. The Gang of Four told their followers and cohorts to act according to principles laid down and to get ready to seize power.

M.E.G.: What were these past principles?

Shen: Chairman Mao gave the Party instructions, "Act according to past principles." That refers to when Chairman Hua Kuo-feng reported to Chairman Mao on problems in a certain province. Chairman Mao said "Act according to past principles, and you can solve the problems in the provinces."

At that time the Gang of Four controlled the mass media. So they put the pen to instructions at their will. Other leaders of the Party Central Committee and Comrade Hua Kuo-feng knew that, and Hua Kuo-feng pointed out this false instruction.

But the Gang of Four refused to accept Hua Kuo-feng's position, and they kept spreading rumors in the newspapers and on broadcasts about Chairman Mao's so-called last words.

M.E.G.: Chairman Mao was still alive at this time?

Shen: He had died by this time. That was in September.

M.E.G.: When was the decision made by Chairman Hua that the Gang of Four should be arrested?

Shen: The Gang of Four kept on spreading their rumors and issuing editorials, and they said that we should act in line with the principles laid down. At that time many members of Political Bureau knew that the Gang of Four wanted to gain power. The Political Bureau decided to keep Gang of

Four in custody. Then they called a meeting of the leading members of the different provinces to tell them about what happened.

M.E.G.: What month was that?

Shen: Last October.

M.E.G.: When were the demonstrations?

Shen: Demonstrations were held in different provinces at different times because the people got the information of this event at different times. For instance, Shanghai people had a demonstration after seven days in October.

M.E.G.: Seven days after the Gang of Four was arrested?

Shen: Yes. At the beginning, the workers and students wrote big character posters and slogans such as "Down With The Gang of Four." And then there were many cartoons and photographs which showed the aspirations and the wishes of the people and what the people had in their minds. And then the people demonstrated in the street at their will.

M.E.G.: Those demonstrations must have been organized by someone. How were they organized? How was the word spread?

Shen: At that time no special leader acted. For instance, in Shanghai a new special leader of the municipality organized the demonstration. The people held demonstrations themselves.

M.E.G.: Were there leaders in the factories where the people came from? Someone had to say, "Let's organize, and have a demonstration." Granted, perhaps the leaders were from the people, but if there was a march, someone had to make it known that at 2 o'clock there would be a parade. Who decided that, and how was that communicated?

Shen: At that time Shanghai was an important base of the Gang of Four. The Party Secretary and the Chairman and the Vice-Chairman of the Revolutionary Committee of Shanghai all were trusted followers of the Gang of Four. So they didn't organize it.

M.E.G.: Who did?

Shen: At the beginning the demonstration was not too big. After two days each factory, university and college dispatched its own representatives. These representatives organized the milling people to cause demonstrations and mass rally was held at the People's Square.

M.E.G.: Were the appointments of those people in the factories and universities made by the Revolutionary Committees or by the Party representatives at the colleges and factories? Who appointed the representatives to go to the meeting in Shanghai to organize the rally?

Shen: You know, we've all been through the Cultural Revolution, so we have had some experience with this sort of thing. Although the Gang of Four had power and controlled Shanghai, they actually were isolated from the people and they could not gain the hearts of the people.

M.E.G.: But they must have had tremendous power, because everywhere we've gone we've been told locally that the Gang of Four influenced the work in the factory or work in the school. It seems their powers extended everywhere and to have touched essentially everything that was happening in China. Is that accurate?

Shen: Yes. Because when they were on the Party Central Committee they waved the red flag while approving the red flag. They controlled the mass media and they spread their falacies at will, so they made a mess of people's ideas.

A.T.: So they did have a great influence, not just in Shanghai but all over?

Shen: Their influence was much bigger than a few men. They controlled all newspapers, broadcasting, television, the Cultural Ministry, etc.

M.E.G.: Now that they are no longer in those positions, who took over the control of the media from them? When did that happen? Did that happen when they were arrested?

Shen: New leaders took their posts.

M.E.G.: Were other people arrested--the people who were running the foreign publications, for example? I read China Reconstructs and China Pictorial, and, during the past several months, since Chairman Hua has come into power there has been constant criticism of the Gang of Four. I've read about what you are telling us long before we came here. Were the people who were running those publications under the influence of the Gang of Four also arrested?

Shen: All were not arrested. Most of them came under criticism and education by the masses in their own units. As you know, we classify several groups. Some people worked closely with the Gang of Four. They would be investigated by the people. Some just said the wrong words and made some minor mistakes because of the influence of the Gang of Four. They would just be given education and criticism. If they accept the criticism, it's all right.

Those people were dismissed from their leading posts, but they still worked as common cadres. They received education and criticism from the masses.

M.E.G.: Did you three (interpretors) participate in the rallies in Shanghai?

Yes we did.

M.E.G.: Can you describe what happened? What did you do?

Wang Tzchen: I got the information about the arrest of the Gang of Four on October 14 when it was passed out by the leaders at high level.

M.E.G.: A written memorandum or paper?

Wang: Yes, documents.

M.E.G.: It was handed out to the public?

Wang: Yes.

M.E.G.: So you then knew about it. Then what?

Wang: At first I didn't realize what it all meant. Then I tried to read and study again and again and found that the problem of the Gang of Four was really serious. The next day many people put up big character posters and formed demonstrations in small groups--just factory workers and students. I just watched it, and the next day the big demonstrations happened. When I went to the travel office I asked my colleagues about it, and they and I joined the big demonstration. I went to the People's Square with a small sign that said "Down With Gang of Four, Down with The Gang of Four."

A.T.: Where did you get those signs?

Wang: We made them by ourselves with a piece of paper and bamboo.

M.E.G.: How long did that rally last?

Wang: That rally lasted for about two hours.

M.E.G.: Were there speeches at the Square?

Wang: Yes.

M.E.G.: Who spoke?

Wang: I saw two workers, one student opposing the crimes of the Gang of Four, and some former leaders who were asked to attend the meeting. And then demonstration we went this way and that way up and down the streets. The demonstration in Shanghai lasted for more than ten days.

M.E.G.: Did you demonstrate everyday?

Wang: No, I didn't. Two or three times.

At that time, the majority of people spent their spare time demonstrating, so that some people demonstrated in the afternoon, the evening, and even at night.

M.E.G.: Shen Shu-chia, what was your experience with the demonstrations?

Shen II: I first heard about the Gang of Four on the evening of October 13. On that evening my neighbor, who works as a Party Secretary in a small factory was going to attend a meeting. I asked what kind of meeting. He said he didn't know, but that he was told it was important, and that maybe an anti-Party clique was to be exposed. I was of course, surprised. Chairman Mao had just died about a week before. He came back home very late. Next morning I went to take a visitor to the railroad station at about half past six. When I passed through the street, I saw a slogan "Down With the Gang of Four."

M.E.G.: Had you heard that before?

Shen II: No, this was the first time. Then I saw another slogan, "Down With Chiang Ching."

M.E.G.: Did that surprise you at that time?

Shen II: I was very surprised. So after I sent the visitor off, I hurried home. I told my neighbor what I had seen on the street, and he told me something about the Gang of Four. The Gang of Four was smashed. I had bad feelings, especially toward Chiang Ching.

Then I went to the office and found that everybody already knew what had happened. Most of them said, we must expose those people and their crimes because they did so much evil against the people. Although some of the people said they felt hatred for the Gang of Four, they still did not know of the many crimes committed by the Gang of Four.

We decided to go out for demonstration to show our support for the Central Committee headed by Chairman Hua Kuo-feng. We prepared signs and slogans and we went out on the street for the demonstration. More and more people joined us as we showed our indignation toward the Gang of Four.

M.E.G.: During the demonstration did you go to the People's Square?

Shen II: At first we didn't. We just went on the street nearby. Then after two or three days we went to the People's Square to attend a mass rally.

M.E.G.: When you were there what did you feel? Did you feel angry? Did you feel sorrow? Did you feel patriotic?

Shen II: After I read some articles and I got more information about the Gang of Four, I knew more about the crimes they had committed. I soon became indignant with the crimes committed by the Gang of Four--especially Chiang Ching. I felt happy, especially for Chairman Hua Kuo-feng, with smashing the Gang of Four.

M.E.G.: What about Mr. Shen Chun-hao(I)? What was his experience?

Shen I: I got correct information that the Gang of Four was arrested on October 14. At that time the former leaders in Shanghai were cohorts of the Gang of Four, but they knew better about the Gang of Four. They joined the meeting in Peking, but when the meeting passed the instruction they talked very slowly. It seemed very difficult for them to talk about the Gang of Four because their feelings were similar. It was very hard for them to speak out.

At that time many cadres and masses mounted the stage and seriously asked them many questions. They asked them to spit out their criticism about when they cooperated with the Gang of Four.

Interpretors from our Travel Service also asked people from the shops and factories to put forward the slogan that the Party Committee and the Ruling Committee of Shanghai should be reorganized.

Then we noticed a new slogan on the wall issued by some factories and universities announcing that on the 17th of October there would be held a mass rally at People's Square and all comrades were welcome to join.

On the afternoon of October 17th I was free, so I also joined the rally with a small flag, "Down With The Gang of Four." When we demonstrated on streets the people in the buildings hung out of their windows and joined us in shouting slogans. If we walk from the Travel Service to the People's Square, it is a short distance--about half-hour. At that time the traffic was cut off by the demonstrators and we walked for a long time.

The demonstrators filled the street. We walked for more than one hour.

M.E.G.: We have some idea about the way you three found out about the events. What would you hope would happen now to the Gang of Four?

Shen I: Our wish is to settle accounts with the crimes of the Gang of Four and to clarify their cohorts in every part of China and purify the ideas of the people. We can get lessons from it. We realize that if such people control all powers of government and Party, the capitalist restoration in China will happen.

M.E.G.: Will a Party Congress be held in the near future to confirm Chairman Hua's leadership?

Shen I: I'm sure the Congress will be convened, but we don't know the time. I think it will be convened soon--in the near future.

M.E.G.: Couldn't all of this been avoided if it were stated specifically in China's Constitution how the next leader should be chosen?

It does not say in the Constitution how the next leaders shall be identified after the present leader dies. Would that be a good idea? Couldn't all of this have been avoided if that were clearly stated?

Shen: Our leader is Chairman Hua. Because of our Party's Congress, the Politburo of the Party's Central Committee has the right to elect our leaders. During the Party Congress, the representatives to the Party Congress will select new leaders to the Political Bureau of the Chinese Communist Party.

M.E.G.: Yes, that is clear, but the process has involved a great deal of disruption and has resulted in demonstrations and the difficulties with the Gang of Four. Would it not have been better to have spelled out specifically in the Constitution how the new leaders should be identified? In this case Chairman Hua emerged and assumed his position of power by identifying and smashing of the Gang of Four, but that process was not spelled out in the Constitution. Would it not be better to assure a peaceful and orderly change of leadership? If that were the case, everyone would know exactly how the next leader would be chosen as a matter of law spelled out in the Constitution.

Shen: You mean that the Constitution would decide on the leaders?

M.E.G.: Could the Constitution identify the manner for choosing the leaders?

Shen: We have our own Constitution, passed by the Fourth People's Congress.

M.E.G.: But in that Constitution there is not identified the way in which the next leader will be chosen.

Shen: We have five principles for identifying successors to the Proletariate Revolutionary Cause laid down by Chairman Mao. The five principles are in the Party's Constitution for China. The first one says that they should have studied Marxism, Leninism, Mao Tse-tung thought. They should make Marxism, not revisionism. Second, they should serve the people, working for the interests of the great majority of the people, not for a few. Third, they should be open to criticism and self-criticism. Fourth, they can unite with the people of China, even those who have made mistakes. Fifth, the leaders should discuss with the masses the important issues facing China.

M.E.G.: Those are all desired qualities of a leader in China, but they do not tell how the leader shall be chosen.

Shen: You know, the members of the Party Central Committee were elected by Party Congress. The representatives to the Party Congress were elected by the Party members throughout China, and the members of the Political Bureau were elected by the members of the Party's Central Committee, so the Political Bureau have a right to select their Chairman and Vice Chairman. Therefore, the Political Bureau had the right to select Hua Kuo-feng as the Chairman. When the next Congress convenes, the representative can confirm again Chairman Hua as Chairman of the Party Central Committee.

These principles are in the Constitution of the Party.

M.E.G.: What do you think would be the situation in China now if the Gang of Four had not been smashed and if they had become China's leaders--if Chiang Ching had become the Chairperson?

Shen: I think if Chiang Ching were Chairman she would have dismissed all the veteran proletarian revolutionists from their posts. Having read a lot of materials about the crimes of Chiang Ching I think she would be pursuing revisionism rather than Marxism.

M.E.G.: What do you think would have happened to the economy of China if Chiang Ching had become Chairman?

Shen: I think that China would be backward for decades. She had ideas about the common people. The Gang of Four didn't join in the battles during the war, they didn't farm, they didn't work in the factories, they had no feelings for work. I think they couldn't be good leaders of the Party.

M.E.G.: I read she had made a trip to tachai.

Shen: Yes, but she couldn't ride a horse.

M.E.G.: Now that the Gang of Four has been smashed and Chairman Hua appears to be very popular among the Chinese people, he presumably could be Chairman for another twenty or twenty-five years. What do you see for the future of China?

Shen: Being Chairman, Hua Kuo-feng will lead the Party to complete many jobs. He has already called a congress to learn from tachai. In the past these congresses were disturbed because of interference by the Gang of Four. We have held a congress on science and technology and one dealing with Chairman Mao's fifth volume. When natural disaster struck last year--

the earthquakes--Chairman Hua led us to overcome them. Attempts were made to publish this, but the Gang of Four controlled the publishing house.

M.E.G.: I had the feeling when I heard about the earthquakes that, although it was obviously unfortunate that they happened, they came at an opportune time for Chairman Hua. They provided him a chance to exert his power and to pull all the Chinese people together. Do you agree with that?

Shen: Yes. It was a chance for him to show his intelligence. China faced critical difficulties at that time. Chairman Hua Kuo-feng settled the problems, and he showed his great talent and wisdom.

M.E.G.: We've been told everywhere we go that the Gang of Four has influenced early everyone. Did they influence the China Travel Service? If so, how?

Shen: I think the Travel Service can contribute to the promotion of the friendship between the Chinese and American people. It should be developed fast. The Gang of Four attacked that stand. They felt that the Travel Service should just get foreign currency. I think you can judge that because the Travel Service charges the tourists not so much. By such words, though the Travel Service was in some ways interfered with.

M.E.G.: How did those words come to the Travel Service?

Shen: When the Travel Service decides on the number of tourists for the next year, we have a right to make that decision. But the Gang of Four imposed their so-called instructions on us and limited the numbers of tourists we could accept.

Wang: Speaking about interpretors in the Travel Service. Interpretors in the Travel Service are all students of foreign language colleges. In the college if we studied hard, the Gang of Four and their followers accused us of putting professional knowledge in command and of not putting politics in command. They accused us of wanting to be bourgeois specialist interpretors without socialist consciousness.

M.E.G.: Did anyone ever say that to you directly?

Wang: Yes, in the institute. That's why our English is so limited. They told us, "Study politics hard and work hard. It's all right. If you develop a capacity for serving against capitalist roaders, you'll be all right." They were a bad influence on us.

M.E.G.: Has that changed in the institutes now?

Shen: Yes.

M.E.G.: I am puzzled by one thing. When we were here in 1975, we talked with many students and with many teachers. We were told at that time, and I believed it, that students were studying hard and that everyone was working to build a new China. Now, two years later we're told that students really were not studying hard in 1975. How does one know what to believe in China? We were told one thing in 1975 and two years later in 1977 we are being told something different. Is that a fair question?

Shen: Yes. I think the answer given yesterday by the comrade at the Kaifeng Teachers College was not wrong because when we speak of the influence of the Gang of Four in the colleges and universities, this does not mean the revolution in education during the Cultural Revolution was all wrong. Their crimes were that they tampered with Chairman Mao's instructions and they attacked the teachers and students at their will charging them with putting professional knowledge in command. Actually, Chairman Mao said develop morally, intellectually, and physically.

Each school should have its own regulations and rules in order to manage the schools well. But the Gang of Four criticized them for being checks and controls leading to suppression.

M.E.G.: But, if students were being distracted and were not studying hard in 1975, why were we told that they were?

Shen: At that time, I would say that most of the students still studied hard. That's a fact. The teachers also worked hard, but when the teachers had ideas in their minds they did not dare to speak out because of control of the Gang of Four. At that time the Ministry of Education was also controlled by the Gang of Four.

For instance, a teacher from a Shanghai middle school had a difference of opinion with Chiang Ching and the Gang of Four, and he was criticized and suppressed by the Gang of Four.

M.E.G.: And by his students?

Shen: Well, the cohorts of the Gang of Four in Shanghai organized the students.

M.E.G.: Are you saying that in 1975 the people, because of fear, may not have been willing to express their true feelings to us?

Shen: Maybe some, but I think it was more serious in 1976.

M.E.G.: It became more serious in 1976?

Shen: Yes, because Chairman Mao's health was getting worse.

M.E.G.: It was unknown what the future would be at that point.

Shen: The Gang of Four suppressed the people and the leaders of the government and Party. Premier Chou also died last year, of course.

M.E.G.: We've tried to envision the kind of interference that might have taken place as a result of the efforts of the Gang of Four, in a jade carving factory, for example. We have been told that production often was reduced by as much as twenty percent below what it was supposed to be. This implies that very serious disruption occurred. I asked at our meeting in the jade factory whether the disruption took physical form--whether there was sabotage or physical violence. There seemed not to have been. We've tried to imagine what kind of disruption might have taken place. I've wondered whether it was something like this--please tell me if I'm wrong and then correct me--because we're having difficulty grasping this.

There are held several times per week, are there not, political meetings of the various groups within a factory? Is that correct?

Shen: Yes.

M.E.G.: Is it possible that at those discussions people who believed in the ideas of the Gang of Four became disruptive, challenged what other people were saying and doing and became argumentative? Did they become a disturbing influence by charging people with different kinds of acts, claiming that they were much more interested in producing works of art than they were in the politics of the time? Did that disruption then carry over into the workshops and result in less work being done because of all the dissension and arguing? Is that at all the kind of disruption they were talking about?

Shen: I think at that time the Gang of Four had cohorts in the industrial departments and that they sewed seeds of dissension among the workers and so disrupted the unity of the workers. If a cadre paid attention to the development of production, the Gang of Four slandered him for putting production in command. At that time Chairman Hua Kuo-feng was nominated by Chairman Mao as his successor, so the Gang of Four were angry, furious, and anxious and they wanted to seize the power of the Party and State. In this way they tried to make a mess at the grassroots economic base so that China's economy would flounder and they could then attack Hua Kuo-feng.

M.E.G.: Is what I described as the way the disruption might have occurred, reasonably accurate?

Shen: I think in Hunan there were a few people who followed closely the Gang of Four, and they always spread the fallacy about the work of capitalist roaders. Actually they asked the workers to stop work and to rebel against the so-called capitalist roaders. Actually they wanted to knock down all the older leading cadres in the province and at different levels.

M.E.G.: Did you hear of any examples of physical sabotage in factories, the breaking of machinery, etc.?

Shen: If they did they would be arrested as enemies. That's going too far. They just tried to make a mess.

M.E.G.: I had read in the western press reports of sabotage. It may or may not have been true.

Shen: We didn't get information about it, but we cannot neglect the fact bad elements in the factories sometimes made sabotage.

M.E.G.: Do we eat at 6 o'clock? 6:30, O.K. I'm curious about the effects of all of this upon education. Can either of you, or both of you respond to that? What does the smashing of the Gang of Four and the appointment of Chairman Hua mean for education?

Shen: We know that this is a great historical event in Chinese history, and it's a great education for us and for next generation.

M.E.G.: What will it mean for the schools, for the way teachers and students are working and for curriculum? How will primary and middle schools be different from what they might have been if the Gang of Four had won the struggle?

Shen: Some changes have already taken place in the schools since the smashing of the Gang of Four. For instance, the professors and the teachers are really liberated. According to Chairman Mao's teaching, the Party Central Committee headed by Hua Kuo-feng has tapped the enthusiasm of the teachers and professors in schools. So they work harder than before. In the past, teachers and professors paid little attention to whether the students studied well or not. They thought that if they were concerned with such matters, the Gang of Four would label them as absolutely authoritarian teachers.

I think that another change is that the students and pupils behave better than before, that they are more disciplined than before, and that they respect the teachers. Teachers love them and the relationship is good. The idea that study is useless is limited now. In the past, Chiang Ching spread the idea that she preferred an uneducated person rather than an educated one with a bourgeois world outlook, so such an idea was popular among students at that time. She said, "If you are illiterate, it's O.K." But what happens to China in the future? Schools have set up examinations, and strict rules and discipline have been established again so the students study harder and do homework earnestly.

I don't work in a school, but my son goes to schools, and I've found that he studies much harder than before. He is fifteen years old.

M.E.G.: Much harder than a year ago or two years ago?

Shen: Yes, since this year he studies harder.

M.E.G.: How well does he do on written examinations?

Shen: Formerly he just got marks of 70 to 80. Now he gets 90 or more for his marks. Before he did not pay much attention to reviewing the textbooks--just played around. Now he reviews textbooks every afternoon or evening. These are some of the changes I've seen that have already happened in the schools.

M.E.G.: Now may I ask a very different kind of question. Although I haven't heard as much of this referred to on this trip as in 1975, there is still constant reference to the years before liberation and the difficult lives of the peasants at that time and the starvation that many people faced.

The Chinese leaders have attempted to keep that memory alive, so that the students will understand what the bad old days were like and will know that they are fortunate to be in schools receiving an education they would have been deprived of before liberation. However, before many more years go by the people who lived through those experiences will be dead. When the peasants who lived in those days of misery can no longer be brought forward to describe the starvation and slavery and the terrible lives that they led, how is that memory going to be keptalive?

Shen: When we talk about the things you mentioned in front of foreign visitors, we hope to help you to better understand how China developed from poverty to what China is today. We want you to understand the life of the Chinese people. Such a kind of education will be carried on for a long time in the future. We have different kinds of methods to carry out such kind of education. I lived in the old society for more than ten years, and did not suffer a lot. Mr. Wang here lived in the new society. He has no idea about the past. One important method is, for instance, to encourage people to visit Peking's Emperor's palace. This is a good way to educate the people about the luxurious life of the exploiting class and how the poor people lived.

In the Northeastern part of China there lay 10,000 dead people in a pit in one village. These 10,000 people were killed by the Japanese army and they are buried together. At present we keep this pit well and for the purpose of educating our younger generations. Each province, each commune, each prefecture has its own class education exhibition. And the big cities have their own exhibitions on enslavement by imperialists.

Another way is to preserve a lot of books on how the capitalists and the landlords exploited and oppressed laboring people.

M.E.G.: What about videotape, audiotape, and movies. Are those techniques used in recording the story of the old days?

Shen: Yes. These are also used.

M.E.G.: Now, another kind of question. On Tien An Men Square there are four pictures, Marx, Engles, Lenin and Stalin. Why Stalin? Stalin was responsible for the murder of hundreds of thousands, perhaps millions of Russian citizens, and he was a dictator. He was ruthless and cruel, and many people feel he was an evil man. Why is Stalin's picture there?

Shen: Our interpretation, of course, is different from yours.

M.E.G.: Let's have your evaluation.

Shen: Different classes have different views of him. In the fifth volume of Chairman Mao's works, Chairman Mao said of Stalin that he had seven strong points and three points of mistakes. Seven to three. He killed a lot of people but many of them were reactionaries. He killed them, and maybe he killed some wrong people. Actually we think that Stalin's main mistake was that he saw no class struggle occurring in socialist society.

This was his main mistake. He didn't choose a good successor and because of these mistakes he opened up the opportunity for revisionism to occur in Russia.

M.E.G.: Did she say dinner is on? Thank you very much.

BRIEFING AT CHANG-AN COUNTY
#1 MIDDLE SCHOOL

Sian, 7-15-77

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SIAN
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I am Mr. Li, Chairman of the Revolutionary Committee. I would like to introduce Mr. Chang, political instructor of the workers' Mao Tse-tung propaganda team and Mr. Lu, Dean of the School. I want to express our warm welcome to the American friends on behalf of the Revolutionary Committee and staff of the school.

Our school, Chang-an County #1 Middle School, is a rural middle school which was set up in 1941. At that time it was the only school in the whole county.

At that time the scale of the school was very small with only 30 rooms and 200 or 300 students. After Liberation, education in China has been developed greatly. In 1953 our school became a regular middle school, so that sons and daughters of the poor and lower middle peasants can attend school.

At present we have 22 classes with 1,100 students and 82 teachers and staff members. The school covers an area of 8,300 square meters, and we have a library with more than 53,000 books. We have more than 3,000 pieces of educational equipment. We also have three laboratories for physics, chemistry, and biology.

Before the Cultural Revolution, because of the influence of Liu Shao-chi's revisionist line, the education in our school was divorced from proletarian politics, productive labor and the masses of workers and peasants. During the Cultural Revolution we criticized the revisionist line and Party leadership of the school, and the workers and the representatives of the former

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poor and lower middle peasants entered the school. We also set up the basis for students to learn from industry and agriculture in order to implement Chairman Mao's May 7th directives.

At present the school has six workshops which produce threshers and milling machines for milling wheat flour. We also repair agriculture machines. We have a small farm with an area of 34 mu, and we grow wheat and corn. Mainly we cultivate good seeds of wheat and maize. We also have a livestock farm which helps the children to learn how to raise animals. The school has a link with four factories and eight production teams nearby the school in order to combine education with the three great revolutionary movements, that is, class struggle, production, and scientific experiments.

Students regularly go to the factories and production teams to join productive labor as well as the political movement, and to combine what they learn in the school with the practice there. We train our children to love our motherland and agriculture, and to be successors of the proletarian revolutionary cause.

Since the Cultural Revolution, graduates of our school have already played an active role in the countryside, and they have become the backbone of the movement in learning from tachai.

The Gang of Four wanted to usurp power of the State and the Party and they frantically tampered with Chairman Mao's instructions and policies on education. They made metaphysicis and they set practice against theory and the activities of learning from industry and agriculture against study and learning in school.

Theyattacked rational regulations and rules in the schools, and sabotaged the revolutionary situation in the schools. They also advocated that they would prefer uneducated laborers rather than educated, bourgeois intellectuals. Under the leadership of our wise leader Chairman Hua and the Party Central Committee, the Gang of Four was smashed at one blow. At present the teachers and students are in high spirits, and their enthusiasm for socialism has been brought into full play. We act according to Chairman Hua's instructions, grasping the key link and running the country well. We have further deepened the criticism and exposure of the crimes of the Gang of Four, and we firmly implement Chairman Mao's instructions on education and practice in a comprehensive way. We ask that the students take study as their main task, and that they improve the quality of their study and pay much attention to the study of theory and knowledge. We help the children to master practical knowledge and theory in order to serve the practice in the future.

We still also pay attention to the school run factories and the small farms. We also practice the system of work and study, and we train the students to run our school, industries, and factory. We restored and set the rational regulations and rules in the schools.

At present we are conscientiously studying Chairman Mao's fifth volume, and are criticizing and repudiating the crimes of the Gang of Four. We mean to rally closely around the Party Central Committee headed by Comrade Huo Kuo-feng, and to hold high the great red banner of Chairman Mao Tse-tung. We are determined to carry the revolution pioneered by Chairman Mao through to the end and the revolution in education through to the end.

That's a brief introduction to our school.

We would like to thank the Chairman for a very good introduction.

I would like to say a few words about the program for your visit.

We will see a library, a laboratory, and an art exhibition. The students are still in the school, so we can attend lessons and join in a session. Then we will visit a small factory, a small farm, and will have a student performance. We will then have discussion here again.

(Discussion following the tour of the school. All questions taken first.)

Question: I would like to ask the Chairman what his administrative duties are as Chairman of the Revolutionary Committee, and what are the administrative responsibilities of the Revolutionary Committee.

Question: I would like to know where the teachers received their teacher training.

Question: I would like to know approximately how many characters or idiograms the students know when they graduate from the senior middle school.

Question: Is art taught to all students?

Question: May I ask that gentleman right there (a teacher), if he could make one change to improve this school, what change would he make?

Question: Do they have instruction in environmental protection, and in what subject would it be covered?

Question: Do they make special provisions or have special programs for exceptionally bright students?

Question: Do all the students work in the factory and on the farm? If so, what is the allotted time? Why do there seem to be no safety precautions taken with the lathes and the milling machines?

Question: Evidently one product of the factory is a shaft of metal used in some other industry. They are making hundreds of those to go somewhere. How was it decided what the product of this factory would be? How is this material then sent on to another factory? Who arranges for that? Does the school receive any payment from the agency or the industry to whom they sent what they produced?

Question: Is nutrition taught in health classes? Do they have a guide to tell how much of each type of food they need each day?

Question: China has a very large population. I was wondering if they teach family planning.

Question: Would they tell us what their most difficult task is as teachers and also what their most pleasant or their easiest task is as teachers.

Question: I would like to know if everybody in junior school goes on to senior school? Also, what were the grade levels of the classes we just saw? Could they give us a daily schedule?

Question: Could a teacher define what a good teacher is?

Question: In political education, what questions do the middle school students here ask most of the time? What questions do they find most difficult and what questions do they raise in political education classes?

Question: I'm interested in what kind of literature courses they have, what types of books the children read, and whether they are novels, story books, or ideological books.

Question: Could they describe for us the total curriculum year-by-year?

Question: Where do they get the textbooks?

Question: They are studying some reasonably advanced mathematics for secondary school students. Do all secondary students take the same mathematics courses all the way through, or do some students who are particularly good in mathematics take courses longer than others do?

The main function of the Revolutionary Committee in the school is to train the students to become successors of the revolutionary cause with the cooperation of the teachers in line with Chairman Mao's educational policy and the Party's principles.

Teachers here were all assigned by the State to our school, and the great majority of the teachers here are the graduates of universities and colleges.

Question: Is there a particular university or college that the majority of them came from?

They are mainly from the teachers college in this province.

Question: May I ask one question as regards the Revolutionary Committee. How was the chairman put into his position? Was he appointed to that position or chosen by someone?

He was first elected by the Revolutionary Committee members, then was approved by the leading body at a higher level.

Question: At what level?

The Sian City Revolutionary Committee.

Question: What are the chairman's duties here as an administrator? Does he administer the school, or does someone else administer the school?

The Chairman of the Revolutionary Committee takes the responsibility for everything in the school--administrative affairs, political ideas, etc.

Question: There are other administrators who handle the details of the school?

Yes, they have different practical jobs assigned to them. The chairman, however, is in charge of the entire operation.

Question: How many vice-chairmen of the Revolutionary Committee are there?

Altogether three vice-chairmen, in addition to the chairman.

Question: What are their responsibilities?

One vice-chairman is in charge of political ideological work, another is in charge of instruction, and another is in charge of the school factories and farms.

Question: Is the chairman's job full time?

Yes, full time.

In our school we act according to the Chairman Mao's educational policy and the May 7th directive. We think that the students should take study as their main task while learning other things, so we think the students should mainly study cultural knowledge as well as politics. At present, the students have 13 classes, that is, politics, Chinese, mathematics, physics, chemistry, agriculture, foreign language, history, geography, health knowledge, physical training, music and fine arts.

We set practical demands for each subject. For instance Chinese. The friend asked how many characters the graduates of senior middle school should have. I think about 3,500 Chinese characters. In the fourth volume of Chairman Mao's works he used about 3,400 Chinese characters, so we require that students learn 3,500 Chinese characters. In this way they have no problem in reading and writing.

Question: How many characters does the average person in China know?

Chinese characters are numerous, but we just master around 3,000 characters.

The students have health lessons which include a study of nutrition as well as family planning.

Question: What is included in the family planning?

We teach the students practical knowledge about health and hygiene, the rate of population growth, and how to control the population through ideological education of the younger generation.

Under the leadership of the Revolutionary Committee of the school, we have a patriotic hygiene group. This group is in charge of environment and hygiene for the whole school. The students ask to be on duty every day, and every Saturday afternoon the teachers and students are mobilized to clean their classrooms and bathrooms. The environmental group examines the classes once a week, and once every two weeks they compare the classes to find which is the best.

I've mentioned that we set specific demands for each subject, but the Gang of Four opposed students mastering this basic knowledge because they wanted to make a mess among the teachers and students and to usurp the power of State and Party. After the crushing of the Gang of Four we persisted in these specific demands in each subject.

We also encourage the students to learn other things and encourage them to go to the school run factory and small farms and to learn something there.

We also go to factories and people's communes outside of the school. This helps the students to keep in touch with the society.

The students spend eight months in study in the school and two months learning about industry, agriculture and other things. Another two months are for summer and winter vacations.

The students go to the factories and countryside by turn on rotation.

Question: Do they spend two months at one time working in the factory?

No, they split the time, learning about industry and agriculture.

For instance, the students in one class go together and spend half a month there altogether and then come back. Learning agriculture is limited by the seasons, so the students enjoy physical labor and agriculture in a different way. In the small farm each class has its own section, so they spend different times there.

We encourage the students to learn from industry and agriculture. The school's main task is to help students touch the society, workers, and peasants, and to transform their ideology by using what they learn in the school in practice. We call this combining theory with practice. Ours is a rural middle school, so our main task is to support agriculture.

Question: What happens to the produce that is grown on the farm and the machinery that is made here? Is it sold to the State and does the income come to the school?

What the factory produces and the farm grows is sold to the State, and we get money from the State. We mainly use this money to expand our farm and workshops and to buy teaching materials and equipment for the schools.

The grain from our farm is mainly used for fodder for our livestock, and we cultivate good seeds for the production teams. These are the two purposes of our small farm.

You raised a question about after school activities for the smart students. The students are organized into different study groups. We have a mathematics study group, a physics study group, a group to study Marxism/Leninism, literature and arts group, a group for physical training, and one for students who are interested in playing musical instruments. Those students who are very smart in their specialties are organized into these different groups, and they can study and practice in their spare time with the coach and with the help of the teachers.

We get textbooks from the Province. The textbooks are unified in the Province. The Province has special groups for authoring the textbooks, and we mainly get these books from the Province. Sometimes we combine with t e practical purpose. For instance, today we attended a physics class where they were having the class on tractors. This is what we added to the physics lesson.

Question: Is the group who writes the textbooks comprised of teachers?

Yes. Teachers write the textbooks.

Question: Have any teachers here been involved in the writing of textbooks?

Once we joined the discussion about the textbooks, but no teacher in this school has helped to write one.

What kinds of the books do the students read in their spare time? I think the interests among the students are varied. Here is a student, for example, who says that in their spare time some students like to study special subjects. For instance, he likes physics and he likes to read books about physics. Other students like to read novels. It depends on the different interests of the students.

Question: What kinds of novels?

We have many varieties of novels. In China a lot of novels describe the lives of the heroes and heroines, and the lives of the workers, peasants and soldiers. The students like to read these novels. Generally speaking, the books they read in their spare time serve what they learn in the class. This helps them to further understand the cultural lessons in the classes.

A lot of students have read a Russian novel titled How Does the Steel Become Tempered?. This Russian novel is well-known in China, and especially young people like to read it.

Question: Why do they like to read it so much?

Because this Russian hero was tempered during the war in the Russian Red Army. It tells how he became a hero during the war.

What is a good teacher? We think that the teachers should be loyal to the Party's educational cause and that they should study hard on their subjects. They should break their minds to improve their methods of teaching. At the end of the year we have an evaluation of the teachers, and advanced teachers are commended every year.

If you are commended as an advanced teacher you are considered a good example for other teachers.

Question: What happens if a teacher gets a poor evaluation?

Those teachers who have shortcomings will be helped by our leaders. Our leaders will help those teachers to improve their consciousness and to correct their mistakes and shortcomings. Within the teachers there is a teaching research group, and the teachers in this group often discuss together their experiences and help each other.

Question: Who evaluates the teachers--the students, the other teachers, or members of the Revolutionary Committee?

The students, teachers and Revolutionary Committee members join together to evaluate the teachers.

Question: Does an advanced teacher who is commended get an increase in wages?

The main task of evaluation is to raise the teachers' enthusiasm and to help each other to improve their teaching and to improve their jobs. It is not for raising wages.

Question: May we have a description of the wage scale?

The highest wage for a teacher is 110 yuan per month. The average is 60, and the beginning wage is about 40.

Question: How long would a person who is earning 110 yuan have taught here?

Those who get 110 yuan have worked for about 30 years in the schools.

Question: At what age do teachers retire?

It is about the same situation as for the cadres. Men teach to age 60 and women to 55.

Question: Does a primary teacher earn less than a middle school teacher?

Yes. The average wage of a primary teacher is a little bit lower than that of a middle school teacher. But the primary school teachers work for a long time and make contributions to education. They also get high wages.

Question: If the evaluation of the teacher is not a factor in salary, does that mean that salary increases are by years of service, or are there other factors?

The evaluation of the teachers does affect the wages because the teachers' wages are increased on the basis of working age, their contribution toward the State, and their diligence and hard work.

Question: When a teacher is an advanced teacher, does he stay an advanced teacher forever?

No, each term teachers are given an evaluation.

Question: Out of the 82 staff members of this school, how many last year were commended as advanced teachers?

Fourteen.

When the teachers want to improve their methods of teaching, they first make suggestions and the suggestions are discussed in the teaching research group. Then the suggestions which are approved by the leadership of the school are adopted in the school.

One friend asked what is the most difficult job for teachers in the school. Well I'm a head teacher and I teach politics. I'm very happy when I see the students grow healthy, study hard, and make progress. The students are encouraged to learn from Comrade Lai-feng who is an advanced soldier in the PLA, and after that the students display good spirit. Sometimes they voluntarily spend Sunday at the school to clean the school and the school grounds, to paint the walls of the classrooms and to repair broken desks and chairs. When I see these things I feel very happy and pleasant. I think work means struggle. When you work you have to meet difficulties. For instance, before the smashing of the Gang of Four, the Gang of Four controlled the mass media. They spread many rumors and fallacies which were counter to Chairman Mao's instruction. At that time my heart was very heavy. If I wanted to work hard and teach very hard, they would label me and accuse me of putting intellectual knowledge first. If I didn't work hard, I felt very sorry because that is very shameful for a teacher. It was very difficult for us.

On the question of political education, I think that political education is part of the ideological job of the school, and teachers should use the basic viewpoint of Marxism/Leninism/Mao Tse-tung Thought to educate the students, and we try to increase the students' capacity for analyzing and solving problems and questions.

We teach the students practical theory and practical knowledge of Marxism, but in the past the Gang of Four opposed what we taught. At present we teach students of the junior middle school the basic knowledge of historical materialism and we teach the students of the senior middle school basic philosophy.

Lectures on situations at home and abroad are also given to the students, and we organize them into groups which study Marxism/Leninism/Mao Tse-tung Thought. We ask them to combine theory with practice.

Question: What improvements would you make to improve the school?

We have made many improvements in different subjects. For instance, chemistry. According to the needs of agricultural production we added lessons of practical knowledge of soya. For Chinese politics we added lessons on the criticism of the Gang of Four, and the students asked to make social investigations in the factory and in the countryside.

For instance, we organized the students to study Chairman Mao's instructions on revolution in education, and we tried to help the students distinguish between putting intellectual developments in command and studying diligently for the revolution. In this case we helped the students to study harder for the revolution. This is also a kind of improvement in education.

Improvements have also been made in examinations. Before the Cultural Revolution we often used the method of "sudden attack". During the Cultural Revolution we changed this method in three ways. Now we have three types of examination: written examination, oral examination and practical examination.

China is a socialist country and the people's government pays much attention to the health of the younger generation. In our school run factory we have adopted many measures for safety. When the students take part in labor in the school run factories in winter a heating system is provided. In summer special equipment for reducing temperature is also provided. Before the students join the work, lectures on safety are given, so accidents are very rare, almost blank. If the student were hurt by a machine, he would receive free medical treatment. The factory also provides protective glasses and working overalls. In some factories some jobs are not good for the health of younger generations, so we don't organize the students to go there.

School Musical Program Presented for Our Group

Introduction: We warmly welcome teachers and students from Ohio State University. Musical numbers:

"Chairman Mao Taught Us to Learn Culture"
"Embroidery Dance"
"We Resolutely Support Chairman Hua and Cherish Our Love for Him"
"Row, Row, Row Your Boat"
"Delivering Manure to the Commune"
"Song of Harvest"

Curriculum for the Middle School in Sian

Mr. Wang: First grade: Politics, Chinese, mathematics, physics, foreign language, agriculture, physical training, health education, geography and music.

Second grade: Politics, Chinese, mathematics, physics, foreign language, agriculture, physical training, Chinese history, chemistry, fine arts.

Third grade: Politics, Chinese, mathematics, physics, foreign language, agriculture, physical training, world history, chemistry.

Fourth grade: Just about the same as third grade.

Question: How old are the students when they enter the first grade of the middle school?

Thirteen when they enter.

Question: Do they have military training?

Yes. As a part of physical training.

Question: Do you know what languages they teach here?

I think English. In some schools it is French and in some Russian.

BRIEFING AT LAO WU SHIANG
PRIMARY/MIDDLE SCHOOL

Sian, 7-16-77

BRIEFING AT LAO WU SHIANG PRIMARY/MIDDLE SCHOOL

Sian

7/16/77

I would like to introduce the leading members of this school who will welcome you here.

Madame Fong, Chairman of the Revolutionary Committee of the school.

Mr. Ling, leader of the workers' Mao Tse-tung Thought Propaganda Team.

Mrs. Ling, the coach of Little Red Soldiers.

Madame Chong, Vice-Chairman of the Revolutionary Committee.

Now our chairman is going to give you an introduction to our school.

On behalf of the Revolutionary Committee, teachers and students here I want to extend a warm welcome to you, the friends from America who are from the Ohio State University.

Our school is Lao Wu Shiang School. Our school was established in 1962, and especially through the great Proletarian Revolution, the school has developed from a primary school to the present primary and middle school with ten years of schooling. Our school has thirty-five teachers and staff and 546 students and pupils. Middle school students total 107. Primary school pupils--439. Among the students and pupils we have 410 Red Guards and Little Red Soldiers, accounting for 75% of the total number of students and pupils.

We have altogether 13 classes, nine classes for the primary school and four classes for the middle school. The curriculum of the primary school is politics, Chinese, arithmetic, music, physical training and fine arts. For the middle school students we have politics, Chinese, mathematics, physics, chemistry, foreign language, history, geography, health education, agriculture, physical training, etc. The school also runs a small factory as well as a small farm and an amateur theatrical group.

In the past, because of the interference and sabotage of Liu Shao-chi, Lin Piao, and the Gang of Four's counter-revolutionary revisionist line, Chairman Mao's policy on education--that is that education should serve proletarian politics and should be combined with productive labor and that the workers and peasants should be enabled to receive an education and to develop morally, intellectually, and physically so as to become workers with both socialist consciousness and culture--was not implemented and practiced well in our school.

Under the influence of Liu Shao-chi's revisionist line, we practiced a closed door schooling system. The students and pupils were closed within the classroom and did not touch the society. We advocated putting intellectual development in command, neglecting proletarian politics. Later the Gang of Four, under the pretext of criticizing the revisionist line, spread their own fallacies and sabotaged the relationship between teachers and students. They mobilized the students and pupils to criticize the teachers and attacked the absolute authority of teachers. They also spread the fallacy that learning is useless and anarchistic. The Gang of Four disrupted rational regulations, rules and discipline in the school. The teachers did not dare to teach and the students did not dare to study hard.

The downfall of the Gang of Four and the revolution in education has been hoped for. We look to a bright future. Through the criticism and exposure of the Gang of Four, teachers and students can distinguish the correct line from the wrong political line, and Chairman Mao's revolutionary line on education has been further implemented and practiced in our school. At present the students and pupils take study as their main task, but they also learn other things. For instance, they are learning about industry, agriculture, practical knowledge, and military affairs, and they join all kinds of physical and recreational activities.

Generally speaking, the students and pupils study hard for the revolution and their level of culture has been raised step-by-step.

By these activities we raise the consciousness of students and pupils and help them to learn the good spirit, good working style and good ideas of workers, peasants and soldiers from a young age. We encourage the students and pupils to develop morally, intellectually and physically in a comprehensive way.

At present we are implementing Chairman Hua's instructions to grasp the key link and to run the country well, and in our school we are trying to run our school well. The teachers, students and pupils study Chairman Mao's works and works of Marx and Lenin very hard, and deepen the criticism of the Gang of Four. They also are learning from Comrade Lai-feng, an advanced soldier and hero, a good example for the younger generation in China.

We are training successors of the proletarian revolutionary cause who will accomplish the direct aim of formal organization which was put forward by Chairman Mao and Premier Chou.

This is a brief introduction to our school. Now we want to discuss with you your program for the day.

We will attend an activity of the Little Red Guards.

Then we will attend classes. We will attend a mathematics lesson, an agriculture lesson, and a music lesson. We will see a small factory where students pack drugs and medicine. We will also attend a mathematics class where they will do oral accounting and written accounting. Then we will have a performance given by the small children.

Musical Program Performed for Our Group

"We Little Red Soldiers Love Chairman Hua" - Chorus

"Our Great Leader Mao Tse-tung" - Accordian Solo

"The Railway Workers Keep Busy in Transportation" - Accordian Solo

"Study Hard and Make Progress Every Day" (A "rubber band dance" originally performed for Premier Chou En-lai. Performed for us in his honor)

"I Love Peking's Tien An-men" - Chorus

"Flower of Tachai Blossoms Here and There" - Female Solo with Accordian

"To Be Workers, Peasants and Soldiers After Growing Up" - Song and Dance

Follow-up Discussion at Lao Wu Shiang Primary/Middle School

Question: I understand that in the school there is a leadership program among the students that helps other students during the summer, helps to maintain discipline in the classroom and helps teachers--a platoon-type system where each child is the member of a small group and members of that small group are responsible for each other. Could you explain a bit about that system and some of the services that are provided the school?

Question: How many schools does this Revolutionary Committee supervise? How were the members of the Revolutionary Committee selected?

Question: Where do the primary teachers receive their training? I would also like to have a brief description of a teachers' school--what they do there, what courses are required, how many years are involved, and what type of student teaching they would have.

Question: How many books do they have in their library and what is their circulation each day?

Question: Are there after-school activities here? If so, what are they and how long do they meet?

Question: What kinds of books do the children use in reading?

Question: Are all the classes as ordered and structured as the ones we have seen this morning or are there any less structured classes where students have more freedom to do what they want to do? If so, when do they have those and what happens in them?

Question: The memorial song and dance to Premier Chou appears to have been developed here. It must have been composed by somebody on this faculty or in this community. Is that so? Was it locally composed, and how many of the numbers that are performed by the amateur group here are composed locally?

Question: I'd like to know how much free time each child has each day for recreational activities and what they choose to do?

Question: Could you give some examples of how students are encouraged to take their own initiative in activities?

Question: I'd like to ask the student sitting with us how she became a member of the Red Guard and what she had to go through in training?

Question: I'd like to ask this young girl what she would like to be when she becomes 25 or 30 years old?

Question: Twenty-five percent of the students are not Red Guards. Could you discuss the relationship of those children with the Red Guards.

Question: We would like to know a daily schedule for both students and teachers.

Question: Does the school have a lunch program? If so, how many students use it?

Question: I'd like to know how teachers are evaluated?

Question: How do they contact the parents? I'd also like to know what the children carry home each night in their book bags?

Question: Have they ever had any deaf or blind children in the school?

Question: Of the thirty-five teachers and staff members, how many are primary teachers and how many are middle school teachers?

Question: Do they have a summer activity program for all the children, where the children come back to school during summer vacation?

Our Revolutionary Committee manages only our own school, that's all. The Revolutionary Committee of the school consists of aged, middle-aged and young people. Members are selected based on the five criteria of the successors of the revolutionary cause put forward by Chairman Mao. The Chairman and Vice-Chairmen are appointed by the leadership at a high level.

At school we have a Youth League organization, Red Guards, and the Little Red Soldiers. These organizations cooperate with the main task of the Party organization. These organizations work also for the education of the students and pupils and they organize the students to study in their spare time.

These organizations use Mao Tse-tung Thought to work with the students and pupils, and they organize the students and pupils to study Chairman Mao's works. The students are organized in different study groups on a volunteer basis.

From first to third grades they study some quotations of Chairman Mao and they also have heart-to-heart talks within their small groups.

We give a revolutionary education to the students and pupils. During festivals we invite veteran cadres, older workers, and older peasants to give lectures on class education, the revolutionary tradition, the bitter past, and the happy present.

When we celebrate the birthday of our Party, we organize the students and pupils to give different kinds of performances for the celebration.

The children's organizations cooperate with the main task of the Party. For instance, at the present it is to criticize the Gang of Four. The children also join in and write songs and very simple poems criticizing the Gang of Four. We lead the children to learn from heros and heroines. At present we are carrying out a movement to learn from Comrade Lai-feng. The organizations encourage the students and pupils to take part in various kinds of recreational and sports activities.

During the criticism of the Gang of Four, we also educate the children to distinguish right from wrong and to have the correct attitude toward study.

We are preparing our children to build our motherland when they grow up and to be red and expert in the future.

I shall respond to the question about the teachers' school.

I entered the teachers' school in 1963 and I studied there for four years. Teachers' school is meant to train primary school teachers and occasionally junior/middle school teachers. The school has departments of Liberal Arts, Science, Physical Training, and Art.

The important task for the teachers' school is to train the teachers to better understand the Party's policy on education, to love the educational cause, and to be loyal to the Party's educational cause. These are the first ideas on how to be a good teachers. We then mainly study practical knowledge of how to be finer teachers.

I was graduated from the junior middle school and then attended the teachers' school.

Question: How many primary teachers here were graduated from a teachers' school?

Due to the Cultural Revolution, we in our school chose to select teachers from workers and peasants, but generally speaking the vast majority of the teachers graduated from the teachers' school.

The primary teachers have completed four years of study in the teachers' school.

We occasionally go into the factories and to the countryside and ask the veteran workers and the poor, former poor, and lower and middle peasants to give us lectures on class education, recalling the bitter past. By doing this we get to know how the poor peasants suffered from illiteracy in the past. This helps us to understand that it is an important duty for us to educate the sons and daughters of the workers and laboring people.

Regarding the library--yes, we have a small library. The pupils like to read hero and heroine stories and battle stories. The flow of the books everyday is not counted.

Spare time recreational activities--Every day the students and pupils take part in recreational activities in the afternoon for one and a half hours.

Question of children's behavior in the classroom--Head teacher, Madame Wong will give you that information.

The pupils in our school generally speaking behave very well, especially in the classroom. They, for instance, raise their hands when they want to speak.

If the students study hard, the revolution can be won. If the children behave well in the classroom, they can master what the teacher teaches. We teachers encourage them to do their best.

Question: We saw the behavior as being excellent. There are different teaching techniques. One was that which we observed. The teacher was in a very carefully controlled room. Another technique calls for this child to do one thing, that child to do something else, and another child to do yet another one. This is not misbehavior. This is another way of teaching. Are there any ways of teaching other than what we've seen being used at this school?

The teaching method for first grade pupils pays much attention to recognizing Chinese characters. First the teacher takes the lead in reading, then the pupils read after the teacher. Then the teacher points out some smart pupils who first master such characters, and asks them to take the lead in reading characters. Then other children read after them. Another way is to write Chinese characters on the blackboard. Then the teacher has the students write on the paper. This helps the pupils to recognize the characters. When the characters are changed from place to place, from blackboard to the paper or from the text, the children can recognize and grasp the characters firmly. We use these methods.

Question: Are small group activities ever used and do students ever work independently rather than as a total class?

Yes, we organize the children into home groups--small groups of students who live nearby. When they go home the children of the small groups get together to do homework together. The group has a group leader and the group leader organizes the children to do homework. If someone has difficulties they help each other and they correct each other. The group leader takes responsibility for it.

Groups start from the first grade, and the small groups play an important role after students return home, during the vacations and during holidays. They play an important role.

Question: Do they do independent work?

Yes. Without a teacher.

Question: I mean independent individually, a student working alone?

In my class in the United States I might take eight children and teach them reading, while at the same time some of the others are sitting at their desks doing math, others might be in the back of the room doing art, and I might send one or two children to the library to do a report on their own. We wonder if this ever happens here.

Generally speaking the students take part in activities in the group. Sometimes they work independently, and the group leader or students independently report to teachers what they have done. For instance, at present they learn from Comrade Lai-feng, so the children help grandpa, and they fetch water, clean the house and do such good things and they report to teachers what they have done.

Regarding the programs of the amateur theatrical troupe--a great majority of the numbers we performed we created by ourselves. For instance, all six numbers today were created by us. For example, the children's dance, "We

Little Red Soldiers Love Chairman Hua," was created by teachers and students here. The rubber band dance was also created here. The girls here like to jump the rubber band, so teachers summed up the experience and helped them to rehearse and they moved it to the stage. We also wrote the Reminiscence to Premier Chou En-lai. In 1973 Premier Chou saw a performance of our theatrical troupe and he warmly received the children. In 1976 Premier Chou died of illness and we were very grave and could not hold our tears. In order to remember our beloved Premier Chou, teachers and students here rehearsed this performance. So today all six items were created by us. Of course, we also rehearse and learn items which are created by others.

You asked about the work the girl here would like to do after growing up. She is in the 4th grade. "When I grow up I want to be a worker peasant or soldier."

How is a child elected to the Little Red Soldier organization? First, he should make application to the organization and should set strict demands on himself and develop morally, intellectually, and physically. Then with the approval of the Little Red Soldier organization, he can then be a member of the Little Red Soldiers.

Mr. Wong will give you an explanation of the schedule for students and teachers for one day.

Our school is a primary and middle school, so the time for the students is different. The pupils in the primary school stay in school for seven hours a day and the middle school students stay eight hours a day. The students and pupils come here at half-past 7 and they go back at half-past 11 for lunch. In the afternoon they return to school at half-past 2 and stay until 6 o'clock.

On the question of lunch for the pupils and students, our school recruits the pupils and students from nearby, so they all go back home for lunch. If they have nobody at home, then they cook for themselves. In China children do home chores from the time they are very young. Even eight year old children can cook. So there are no problems for the children.

Question: In the daily schedule, what goes on between 9:30 and 11:30? Does one first grade teacher stay with one group of children? Does she teach them everything or do they go to other teachers for some subjects?

At 7:30 the students and pupils have what we call morning reading when they read books. Then they have morning exercises for about one hour. At half-past eight they start to have lessons. There are four lessons in the morning with ten minutes between each lesson for a break. In the afternoon at half-past two they have one lesson. After one lesson they join recreational sports activities.

Question: We missed one point. That is, whether the primary school children stay with one teacher all day long and are taught all the lessons by one teacher or whether they go to different teachers.

The primary school head teacher teaches Chinese and politics. The students go to other teachers for other subjects. It's called department lines.

Teachers come here at half-past seven and spend one hour for preparation of their lessons. They have lessons in the morning. If a teacher has no lessons he checks the homework done by the students and pupils. In the afternoon most of the teachers study on their own. They study Chairman Mao's works and their specialties.

Question: Who determines who is going to be the chief teacher?

The chief teacher has a high vocational level, but generally speaking teachers here are assigned by the State to the school. Everyone has the right to be a chief teacher, so school authorities can choose among them.

We consider this to be a kind of division of labor.

Question: Does the same teacher stay with the same children for all five years in primary school?

She teaches them continuously for three years. A teacher serves as head teacher for five years with the same class and then he takes another class.

Question: Why do they think it's important for the teachers to stay with the students?

The students know each other better and they develop close relations with the teacher. The students like him or her. It is better for them.

Question: What if the students don't like the teacher?

In that case we change.

On the question of time spent in industry by pupils and students. Middle school students spend eight weeks a year learning from industry and agriculture, and primary school pupils spend about 3-5 weeks a year.

How do teachers contact the parents? Normally the teachers contact parents at their homes, and we also hold meetings when the parents are invited to our school. In this way we keep in contact with the parents.

Question: Is that during normal school time or at night?

Sparetime. Evening and night.

The parents come back home only at night, so we have to contact them at night. We often talk with the parents about the strong points and weak points of their children, and we ask the parents to encourage their children on the strong points and to set strict demands on their children if they have weak points. We do our best with the cooperation of the parents to train our children to be good citizens.

Question: Are the children given grades and do they tell the parents the examination grades?

First, the pupil writes a paper regarding his behavior for himself. Then the pupils discuss the paper together in the class--is it right or is it wrong, what are the weak points or strong points, etc. Finally the teacher makes comments on the paper.

Question: Does the paper then go to the parents?

Yes. Each student has a paper with his self-evaluation, and he has an evaluation by his schoolmates and an evaluation given by the teacher. This is delivered to his parents.

Question: Are most of the parents literate?

A great majority of them.

Question: How many characters would a student know at the end of his primary years and at the end of his middle school years?

The pupils learn about 3,000 Chinese characters. However, they know the normalization so they can spell and pronounce new characters by themselves.

Question: When students evaluate one another who does that--The Little Red Guard or the whole class?

They discuss it in the whole class.

One more thought on contacting parents. Our school sometimes holds meetings for parents and reports on our work to them. We also want to get opinions from them regarding the work of our school.

We have no mute and deaf children in the school. In the city we have special mute and deaf schools.

We have a total of twenty-six teachers. Among the twenty-six are sixteen women teachers. There are fourteen primary school teachers and twelve middle school teachers.

Twelve women teachers are in the primary school and four are in the middle school.

The summer school program. We have a three in one combination group which is in charge of the program during vacation. The three in one combination group consists of teachers, the neighborhood cadres, and retired workers or the parents of children. This group is in charge of the program for the students and the pupils during the summer vacation. This group organizes the children to see films and to join in on all kinds of recreational physical training. For instance, they play all kinds of ball: basketball, football, badminton, etc. During the summer vacation they also have swimming. We also ask the children to return to school once a week. The children have their small groups nearby their homes, so they also review textbooks and do homework within their groups. They also study quotations of Chairman Mao. The children often help the old people. Many of the aged people have sons and daughters who are serving in the Army, and we ask the children to help these aged people, to fetch water and go to the market for them. We call this kind of activity supporting our Army.

We ask the children to return to school once a week in the summer. The students and pupils mainly report to their own teachers what activities they have joined and what they have studied. The school also gives them storytelling and organizes parties for singing and dancing. We sometimes invite veteran cadres, workers, peasants to come to the school to give lectures on education.

Evaluation of the teachers. If they get good results in education, we leaders often praise them and comment on their jobs. We ask others to learn from them. The advanced teachers are selected by discussion of the teachers and approval of the leaders. The district every year holds an advanced teachers congress. There they exchange experiences, discuss teaching methods, and consider how to educate the children so that they develop morally, intellectually and physically. Their experiences are exchanged.

Question: We Americans have not been good pupils because we have asked many, many questions. We appreciate the good teachers and we very much enjoyed this visit. This has been one of the most pleasant days we have had in all of China. We will always remember this school very happily.

I think your visit has enhanced the friendship between the American and the Chinese people. Please give our regards to the American people, especially to the American pupils and students when you go back.

BRIEFING AT NO. 4 TEXTILE MILL

Sian, 7-17-77

Briefing at No. 4 Textile Mill

Sian 7-17-77

(Introduction by Mr. Lu, Vice-Chairman of the Revolutionary Committee.)

Today the American friends visit in our factory. First, on behalf of the Revolutionary Committee of the factory and the 7,000 workers here, I want to extend a warm welcome to you.

Now I would like to give to you a brief introduction to the mill.

Our factory is the number 4 textile mill in Sian. It was set up in 1954 and it began to produce in 1956. At present we have over 130,000 spindles and 3,240 automatic looms: This equipment was all designed and made in China. The factory employs 7,140 workers and staff members, of whom 60% are women.

Since the establishment of the factory, we have fulfilled and over fulfilled the task given by the state every year. (This seems to be contradicted by statements made later in reference to the Gang of Four.) Especially during the great Proletarian Cultural Revolution the workers and staff here conscientiously studied Marxism, Leninism, Mao Tse-tung Thought, and criticized the revisionist line in running enterprises. We implemented and practiced Chairman Mao's revolutionary line in running our factory.

We mobilized the masses of workers to join in the management of the factory. At present 1,700 workers enjoy management of the factory at every level, from group, to the workshop, to the factory level.

More than 23% of workers take part in the management of the factory. Management with mass management helps to promote production in the factory. The daily output of cotton yarn has been raised from 40,000 kilos to 60,000 kilos, and cotton cloth from 280,000 meters to 340,000 meters daily.

In 1976 the workers and staff here earnestly implemented the Party's basic line and went all out in building socialism, so the first half of the year we fulfilled more than 50% of our total output. The next half year, because of the influence and sabotage of the Gang of Four, especially in July, August and September, we didn't fulfill the task given by the state.

During the last half year we owed the state 1,300,000 kilos of cotton yarn, but we didn't fulfill this task. In addition, we owed to the state 5,800,000 meters of cotton cloth.

Our wise leader Chairman Hua Kuo-feng holds high the great red banner of Chairman Mao, and has carried out Chairman Mao's behest and smashed at one blow the Gang of Four. So our factory has also a bright future. The broad masses of workers and staff in our factory criticize and repudiate the crimes of the Gang of Four. They are going all out in building socialism. Great changes have been taking place again in our factory, and the output of cotton yarn and cotton cloth has been raised greatly again. For instance, in the output of cotton yarn in May we over fulfilled the task by 89%. During the last half of this year we have already overfulfilled the task given us by the State.

We are working hard to build our factory into a taching type enterprise.

With the increase of production, the welfare of the workers and staff also has been raised. The factory provides dormitories for the workers and staff, and 90% of the workers and staff live in the quarters.

In the living quarters of the workers here we have canteens, bathrooms, barbershops and department stores. The factory has a library, a worker's club, sports grounds, a swimming pool, and a film projecting team. Nearby the living quarters we have a textile workers hospital. In the factory we have a small hospital, and each workshop has its own clinic. The factory has a nursery and breast feeding rooms as well as female health rooms in each workshop.

We have primary schools, and a junior and senior middle school. We also have a July 21st workers college. That's a brief introduction to our factory.

Please have some tea and then we'll walk around.

Visit to the Factory Nursery

Question: Do they take a nap in the morning and afternoon?

Yes, they have their meals here and sleep here.

They sleep in the afternoons.

Question: What do the flags on this chart represent?

Study, enthusiasm, discipline, unity, and attitude--five aspects of teaching. We discuss among us who is the best and then assign little red flags.

Once a month the teachers are rated by one another and the ratings are put on this chart.

Question: The flags under the teachers names are for the month of May.

Question-Answer Session with the Chairman of the Revolutionary Committee

Please ask all of your questions first. Then we well try to answer them.

Question: Of the 1700 workers who have joined in the management of the factory, how many are women?

Question: Can you give us a specific example of how the Gang of Four affected this factory?

Question: I want to know if they've had any hearing problems resulting from working in the factory, if they have a ventilation system, and if they at any time wear dust masks to prevent inhalation of the cotton.

Question: What is the program of instruction for the kindergarten students?

Question: When the students finish the middle school here in the factory compound and are assigned to work, do large numbers of them remain at this factory?

Question: You mentioned that because of the influence of the Gang of Four you had trouble last year meeting your quotas. Were there repercussions for not meeting the quotas, and did you have to make up the difference this year?

Question: I'd like to know about the process by which the State establishes quotas for this factory.

Question: If the factory meets its quota for several years, is the quota then increased?

Question: How does the factory receive new employees? Do they request them? How do they get new employees and how do they train them?

Question: Can you give us wage scale for the workers in the factory and also a wage scale for the teachers.

Question: I would like to know if there is a children's palace in this neighborhood that these children can attend?

Question: What types of material do they make here? Just cotton?

Question: Do you dye the cotton here in the factory or is that done elsewhere?

Question: Do you have fiction as well as nonfiction in the library? For how long can books be checked out?

Question: I want to know if there are any requirements for being allowed to live in the factory housing. Do the husbands of the women workers also have to work in the factory to be allowed to live in the factory housing? If they don't work in the factory where do they work? Are there other types of things they can do in this area?

Question: Are there any men who work in the nursery school?

Question: What is the step-by-step process for turning the cotton into cloth?

Question: Many families must have their parents living with them. Is there some provision for older people since the younger people are working in the factory all day?

On the question of interference and sabotage by the Gang of Four in our factory--last year I think the factory was seriously affected by the influence of the Gang of Four. Personally, the Gang of Four did not come to our factory and they did not know about our factory, but their influence came to our factory. The Gang of Four controlled the mass media and they spread their fallacies and rumors. They also controlled power, so they could use this power to gain influence in all parts of China. In our factory there were a few persons who closely followed the Gang of Four, and their ideas are quite similar to those of the Gang of Four. The Gang of Four at high levels shouted some fallacies and these few persons made chaos at the lower level.

Question: Was there actually work stoppage as a result of the interference?

The influence affecting our factory can be seen in three aspects.

Firstly, the few persons who closely followed the Gang of Four disrupted and disorganized the management of our factory last year. They wanted to ferret out the capitalist roaders at every level, and they wanted to knock down a large number of cadres who adhered to Chairman Mao's revolutionary line. They slandered these cadres as capitalist roaders, democrats and persons who wanted to restore capitalism. These few persons criticized, called names, and struggled fiercely against a large number of cadres in our factory. More than 50% of the cadres in our factory suffered from their name calling and criticism. They knocked down one verteran cadre who has been in charge of production in our factory for many years and they chose their own man to take his place. The leading bodies at every level in the factory were almost paralyzed. Secondly, they disrupted the organization and conduction of production. A few persons who closely followed the Gang of Four slandered the cadres who persisted in roduction for using production to suppress revolution and the theory of productive force. They attached the workers who worked hard in production, claiming that they only knew hard work, but didn't understand the political line. They labeled these workers capitalist roaders and claimed that they created the material foundation for the restoration of capitalism.

They created the fallacy that legalists rebel and Confucius produced. So the cadres in the factory did not dare to manage the factory and the workers did not dare to produce in the workshops. As a result, the output during the 4th quarter last year was greatly reduced. The production of cotton cloth was reduced by 6.2%, the capacity of machines was reduced by 6.4%, and the rate of equipment in good repair also was reduced. For instance, in the workshop of fine yarn, the first grade equipment machines only accounted for 18% of the total equipment. I mentioned that our factory owes to the State 1,300,000 kilos of cotton yarn and 5,800,000 meters of cloth. They disrupted the rational regulations and rules of the factory. The cohorts of the Gang of Four in our factory labeled the rational regulations and rules of the factory as check suppression and control. They whipped up the evil wind of anarchism. So the rate of production in the workshop was reduced from 90% to 70% last year. In some workshops even less than 70%. So the facts show that the Gang of Four were not leftist radicals but ultra-rightists--out-and-out counter-revolutionaires. Their line is an ultra-rightist line.

Question: Was the new chairman of the Revolutionary Committee brought in after the smashing of the Gang of Four?

The Chairman is the same, but some leading members of the Revolutionary Committee who closely followed the Gang of Four were removed.

Question: Are the ones who followed the Gang of Four still employed in this factory?

We have adopted the policy of the Party toward those cohorts of the Gang of Four in that we criticize their mistakes so that they will avoid future ones. We treat their disease in order to save the patient. We not only criticize their mistakes, but we also help them to correct their mistakes. If they want to make revolution in the future and correct their mistakes, it is their right. They still can.

We think we should have more people in making revolution. More is better. Our attitude toward them is that one is allowed to make mistakes. One is also allowed to correct his mistakes. They should confess to the broad masses of workers their mistakes and crimes and admit that they closely followed the Gang of Four.

According to Chairman Mao's instructions, the workers join in the management of the factory. The constitution of the company calls for putting politics in command, following the Party leadership, and waging the mass movement. The workers join the management of the factory and the cadres join in physical labor with workers in transforming the irrational rules and regulations of the factory. Finally, technical innovations are waged on a mass scale. So it's not enough to rely just on a few persons to manage enterprises well. We must rely on the enthusiasm of the broad masses of workers in the factory. We rely on them in running the factory, and it helps them to become real masters of the factory.

In each group of workers in the workshop, the workers have their own group leaders and leaders of trade union groups. Some members are in charge of specialties such as safety and quality. Those are all looked after by the workers themselves.

The task is given to the different groups who rely on the basic groups in the workshops to fulfill our tasks. We rely on leaders at the basic level to fulfill our task. They are combined with administrators of factory, and we say the cadres and workers together fulfill the task given by the State and they manage the factory.

Roughly 40 to 50 percent of the workers are women. (A distinction seems to be made here between workers and staff members.)

On the question of noise and flies in the factory. Flies and noise would be harmful to the health of the workers. I think the government has paid attention to the health of the workers on this subject. The workers receive a complete checkup, and they can receive medical treatment as soon as they are ill. As for flies, we have adopted procedures for eliminating them.

Question: I don't think we were talking about flies. There is a disease in America called brown lung, and workers who work in cotton mills for 30 or 40 years often develop it. They can't breath properly any longer. We're concerned about it in this factory because of the dust.

Up to now because of treatment and regular checkups for the workers TB basically has been eliminated. In the workshops we have air regulators to reduce the dust and we also issue masks to the workers. At the present, maybe because it's hot, most of the workers do not wear the masks. That's the fault of our education of the workers.

Yes, it's harmful for hearing. We have adopted three ways to deal with it. First, we try to reduce the noise of the machines. For instance, we have made machines without shuttles, and the noise is much lower than from the older machines. We also use plugs to cover the ears. The workers are not accustomed to wearing them for 8 hours a day, so that's now a kind of problem. The workers used to pick some cotton and put in their ears. It is most important that we should reduce even more the noise of the machines. This is a problem that hasn't been solved at present.

I think if we pay attention to the hearing it's alright. For instance I myself once worked in the weaving workshop--one of the noisiest workshops in our factory--for 15 years, but my hearing is still good. My hearing organs are still normal.

Question: If the workers are the ones who decide on the safety regulations, why would the regulations be passed if they aren't abiding by them?

At every level there are persons in charge of job safety. I mention that it is now hot and that the workers are not accustomed to wearing the masks. This is our failure to educate the workers.

We often hold meetings and give education on safety. Safety comes above production.

Question: Do they explain the hazardous conditions in the factory? Do they tell the people that if they don't wear the masks they have a chance of getting asthma, and if they don't wear the ear plugs they have a chance of losing their hearing?

Yes, we often give them education and advice.

Question: I suspect they don't wear the masks for the very same reasons that Americans don't wear seat belts and many Americans smoke.

Sometimes habits are difficult to change. Like, you like long hair. I may say that long hair is bad, but you think it's good. Sometimes habits are very serious and not easy to change.

Question: If they get sick can they be transferred to another factory?

Yes, if they have a professional disease.

In our factory we have a kindergarten, nursery, and baby feeding room for the very small babies. The mothers feed their children twice a shift. Over three years old the children are put in a day care kindergarten or a week care kindergarten. The mothers take their children to the kindergarten in the morning and pick them up in the evening. Care is provided from Monday to Saturday.

We recruit workers according to the assignment of the State. The number of workers we recruit depends on how many workers have retired and on the needs of our factory for the next year. We don't recruit workers according to our own free will. We recruit according to the State's plan. We mainly recruit graduates of middle schools who have already worked in the countryside for more than two years. They work hard. These young workers are commended by their colleagues.

The raw materials we use are mainly from our own province, but we also import cotton from Sinkiang Autonomous Region. The State issues production plans, and we mobilize the workers to discuss them and how they can be

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fulfilled. Ninety-five percent of our products are cotton, 5% chemical fibers. We only produce grey cloth. It is dyed in another factory, not by ourselves.

We just walked through about 10 processes of production. The factory still practices an 8 grade wage system. The highest wage for workers is 104 yuan per month. The lowest is 32. The average is 60.

The wages for teachers vary because most of the teachers are chosen from among workers in our factory, and they still get the same wages as the workers.

Question: May I ask in what position is the person who receives the highest pay in this factory?

I think those who get 104 yuan are verteran and skilled workers. There are few of them. Very few also receive 32 yuan, the lowest wage.

Question: If the teachers went to a teachers college were they sent here just to teach in a nursery school or were they sent here initially to be factory workers?

They were sent here as teachers.

You raised a question regarding the factory's quotas. The State issues quotas to the factory on the basis of equipment and the number of workers in the factory. Basically speaking the assignment is done scientifically. Before the plan is issued it is discussed with representatives of the factory and some flexibility is built in. It should guarantee the enthusiasm of the workers.

Most of the women workers live in the living quarters of our factory. Some don't. They live in other places.

Some women workers work here and their husbands work in other factories. If they want to live in the living quarters here, however, that is permitted.

It is difficult for husbands and wives to live in different places for a long time, so we try to solve this problem by letting them work together in the same factory. This helps them to overcome difficulties at home.

On the question of the July 21st college. Our college was established to train workers and technicians, and we recruit the students from workers in our factory. The length of schooling is different, depending on what they are to learn. It could range from a year to a year and a half. At present the college has 30 students. The 30 students at present are studying industrial art management and the management of mass production.

Teachers of the kindergarten--some are chosen from among workers and some are graduates of teachers school.

Question: How many students applied to the July 21st college?

We didn't count how many workers applied for entering the college because the factory decided to recruit 30 students for this term for this year. We issued numbers to different workshops and asked the workers to make application to enter the college. Then the workers recommended some fellow workers to the factory, so I have no idea about figures.

In the city we have a special kindergarten teachers school which is meant to train kindergarten teachers.

Question: How many children are in the kindergarten, how many teachers are there, and how many of them are men?

Forty teachers, roughly.

Question: How many have had kindergarten school training?

I think about 20%. No men, all women.

The middle school and primary school have around 5,200 students.

Question: Could you give us a daily schedule for the children in kindergarten?

The children mainly learn to sing songs, dance, count, recognize simple Chinese characters like Chairman Mao, how do you do, something like that. I added a trick. The children also have morning exercises.

The children have four meals a day. One more than I have. They have a nap in the afternoon. Yes, that's what I have.

Question: Can you give us a comparison of quotas for the past 10 years?

Generally speaking the quotas are higher than before, but it's hard to say. Sometimes they are lower because we produce different products. It depends on the products.

Question: What was the quota for last year and what is it for this year?

It's hard for us to tell you because this year we have three products and next year we will have four products. A new product will be assigned to us, so in that case the quota is not as high. The quality of products is quite different.

Question: Do they work three shifts here, and if so do they give special consideration to mothers of small children? Do they get Sundays off when the children are out of school? Do they get evenings off if they don't want to send their children to care by the week?

If women are pregnant, for about six months they can be freed from the night shift or heavy jobs. They also can work on three shifts whether they have a baby or not, because the couple staggers their shifts. If the mother works, then the father looks after the baby, or their grandparents look after the baby.

Question: I had originally asked a question concerning old people.

In our factory men workers retire at 60, women at 50, and women staff at 55, getting 70% of their original wage. After retiring, if they have daughters and sons and they stay at home, their sons and daughters will look after them. If they haven't, they will be cared for by the neighborhood committee. They have special organizations for that.

Early in the morning the aged people like to do morning exercises. They do Chinese boxing, join in the study groups in the neighborhood, read newspapers, talk, play chess, and they also go to the schools and tell the children the family's history. In the evening they go to workers clubs or the cinema or theater. In the clubs they can play chess or cards and participate in other activities. The factory tries its best to meet the needs of the aged people, and we try to make them happy after they have worked in our factory.

Question: We would like to express our very deep appreciation to Comrade Lu, who has been very patient with our questions and very helpful and has answered many things we have been concerned about. May I present Mr. Lu with a picture of our city, our state flag, and some stamps in which the children in the kindergarten might be interested?

On behalf of the Revolutionary Committee I express a warm welcome to you again. I consider your visit as a kind of friendship toward the Chinese people. I hope you will take back our regards of the more than 7,000 workers here to the American people when you go back, especially to the American blue collar workers.

Comment--that is most of our parents.

You are welcome to come again if you have a chance.

BRIEFING AT

SHI YIEN PRIMARY SCHOOL

Shanghai, 7-18-77

Briefing at
Shi Yien Primary School
Shanghai
7-18-77

(Introduction by Mrs. Yung, Chairwoman of the Revolutionary Committee)

We deem it a pleasure to have the opportunity to meet our American friends who have come here for a visit. Allow me on behalf of all the staff members and the students studying here to extend a warm welcome.

For the convenience of our friends I would like to provide some brief information about our school. The school was established in 1911. Before liberation laboring people's children had no chance to go to school. After liberation this school was taken over by the peoples' government and we implemented a policy to enroll students living nearby. All school-aged children from six and one-half years can go to school. Now we have 27 classes and 1,100 pupils. The teaching staff numbers 75. The subjects which pupils study are politics, Chinese language, physical training, art, foreign language, history, geography and common knowledge about science, industry and agriculture.

After liberation this school firmly implemented the policy set by Chairman Mao, so it has undergone great changes.

At first we criticized the policy of putting the intellect in command. We also criticized teaching methods which resulted in forcing knowledge upon the students. Now we use the method of elicitation. We have also changed the system of examination.

We have also changed the attitude of the students toward examinations. Formerly teachers liked to give very difficult mathematics quizzes to the pupils, so that the teachers and students viewed one another as enemies. The teachers surprise attacked the students by examination. Now we mainly use examinations to help the student to increase their ability to analyze and solve problems.

We put stress on educating the pupils with the idea of class struggle and with morality. We consider this Communist education for the pupils. We also emphasize the relationship of theory to practice, and implement the policy of running an open door school.

We provide activities for the pupils to learn from agriculture, industry and the military. We have set up an agricultural base in the suburbs so that pupils can go there to take part in physical labor. Pupils in the first and second grades are often taken to the countryside to a farm set up by this school for the purpose of giving them a general idea of life in the countryside and to teach them about the fine qualities of the former poor and lower-middle peasants.

Pupils studying in the third and fourth grades are often taken to the countryside to participate in physical labor.

For instance, they help to pick corn and harvest wheat and rice. We have set up a workshop for learning from industry in the school. In the workshop the pupils have the opportunity to combine theory they have learned with practice.

The lower grade pupils have an opportunity to participate in labor one or two periods a week, while the higher grade pupils spend one week in the workshop each term. Formerly graduates who had studied for more than two years had no idea about how workers worked in the factory or how peasants worked in the fields.

We also carry out various activities after school in light of Chairman Mao's policy. According to the individual interests of the pupils, they sign up for a variety of groups. In addition to activities organized by the school, there are at the district level and the municipal level children's palaces which provide additional activities.

We implement the three in one combination group policy to educate the youngsters. This means that the school, family and society are linked together for the purpose of educating the children. We invite workers, peasants and soldiers to participate in educating the young people. They come here to give lectures to the pupils, so we refer to the teachers-workers-peasants-soldiers teaching group.

For instance, if pupils have a class on electricity, we invite an electrician from a factory to give lectures in the classroom. We also invite retired workers to help as instructors for the pupils.

Since the Cultural Revolution, we have made achievements in the field of education but the two line struggle in education was very sharp. The attempt to implement the proletarian educational line as set by Chairman Mao was interfered with and sabotaged by Liu Shao-chi. Later on there was interference by the Gang of Four. The Gang of Four tampered with the proletarian revolutionary educational line set by Chairman Mao. They sabotaged the policy of the Party toward intellectuals. According to Chairman Mao's instructions, we should educate pupils to be workers with socialist consciousness and professional competence, but one member of the Gang of Four, Chiang Ching, alleged that it was better to educate pupils to be a worker without culture than workers with culture. That is quite different from Chairman Mao's directive that workers should possess both socialist consciousness and culture. She even said that illiteracy is not harmful.

If teachers put stress on education for winning knowledge, they were labeled for putting the intellect first. Under the pretense of so-called integrity, the Gang of Four actually neglected basic fundamental education and knowledge. They held up the student who refused to take an examination as an example for the pupils to learn from. The teachers of this school were very indignant and fought against the policies of the Gang of Four.

In the primary school we insisted on giving knowledge to the students, and we educated children to be successors to the cause of proletarian, educational policy set by the Party. That is to say that teachers of the school were and are faithful to Chairman Mao's thinking.

The poisonous policy of the Gang of Four spread wide and far. It was a serious influence in many fields. So the losses caused by the Gang of Four were very big. The teachers, and especially the pupils, were victims of the Gang of Four.

For instance, some pupils had no strong desire to study well. It meant nothing to them whether they passed or failed examinations. Under the domination of the Gang of Four the students' enthusiasm and initiative for studying was lowered.

The enthusiasm of the teachers for giving knowledge to the pupils was also lowered. The pupils and the broad masses of workers and peasants are jubilant and overjoyed that Chairman Hua has won victory over the Gang of Four by smahsing them with one blow. The broad masses of teachers and pupils have been inspired by the victory.

All through the great campaign to criticize and repudiate the Gang of Four, the broad masses of teachers and pupils came to realize why the Gang of Four made disorder in the field of education. The real purpose of the Gang of Four was to gain the supreme leadership of the Party.

Before Chairman Mao's death, he pointed out many times that in order to realize full modernization in China we should make more effort. The government report made by Premier Chou En-lai in light of Chairman Mao's instructions was that China should realize full modernization by the end of 20th Century.

Later Premier Chou En-lai emphasized very much the strengthening of fundamental knowledge of the students. Through the movement criticizing the Gang of Four, we came to realize the real purpose of the spirit of hate launched by the Gang of Four opposing Chairman Mao and later Premier Chou Fn-lai. Now the broad masses of workers and teachers say that with the downfall of the Gang of Four, the educational field is liberated.

Now with great enthusiasm the broad masses of teachers say we should learn from teaching. In order to speed up the realization of full modernization, we should do our best to educate and to train pupils well.

Dear friends, so far and so close, this completes the brief account about this primary school. First we have a look around and then we will discuss questions you may want to pursue.

(During our tour of the school, the following musical program was presented for us to the accompaniement of an accordian.)

"Warmly Welcome Uncles and Aunties from the United States"

"Chairman Hua Is A Good Leader"

"Song of the Red Scarf"

"The Party Helps Me Grow Up"

"The Glory of Chairman Mao"

"In Dedication to Chairman Mao's Works"

"The Children Are So Glad to Hear that the Gang of Four Was Smashed"

"Doing Embroidery"

"The Pupils Use Their Holiday to Help the Army"

"Song in Praise of Chairman Mao"

Question: What is the wage scale of the teachers and administrators at this school?

Question: How many teachers are graduates of a teachers' school?

Question: What percentage of the students are Little Red Soldiers?

Question: What requirements must a student meet in order to be able to participate in after school activities?

Question: I would like to know how the school day is different for a child who is not a Little Red Soldier.

Now friends, you have raised some questions, so the teachers and pupils sitting will attempt to answer them.

Regarding the function of the Revolutionary Committee, the Revolutionary Committee of the school carries out various activities and unifies the leadership. They unify the leadership of the Party. For instance, the Bureau of Education in the District issues requirements to us. According to the May 7th Directives and the educational line set by Chairman Mao Tse-tung. Each grade is organized to carry out education according to the general educational plan set by the school and District leaders. The main task of the Revolutionary Committee of the primary school is to coordinate the various educational functions as required by the leaders at high levels. However, the school does have some freedom to take the initiative in carrying out education.

Meetings are often held among teachers of different schools so that they can exchange experiences.

The teaching staff here numbers 75; among them are 21 males and 54 females. We have an average of two teachers for each class. We have more than 20 staff members. The home class teacher usually teaches 12 periods a week. Other teachers spend about 16-17 periods a week in class. Each period is 40 minutes in length. That is to say, each teacher teaches an average of 2-3 periods a day.

Usually in the afternoon a group concerned with revolutionizing education organizes meetings with the teachers to discuss research and teaching methods and to identify problems they should overcome. We usually spend one or two hours at these meetings. Sometimes the teachers join pupils to carry out activities. The teachers often meet individually with the students and help them to catch up with their class lessons. In their free time the teachers can do what they want. For instance, they can grade homework, prepare teaching plans, or work with students.

The criteria for evaluating the teachers include; the seriousness with which they study politics; their willingness to serve the people wholeheartedly; the level of their professional performance; and, their faithfulness to the cause of education. Furthermore, the teachers are expected to have a good attitude toward labor and to make improvements in their teaching methods.

Drawing on the above-mentioned criteria, the teachers offer criticism and advice to one another. They ask the question: who is the best among us? At the end of each term the teachers sum up their experiences during the term and exchange experiences and ideas about teaching methods. On the basis of that, they give each other comments and choose the best teacher to be set up as a model. The purpose of evaluation is to encourage us to learn from each other and to help each other.

In our school the highest wage is 91 yuan. The new teachers earn around 41 yuan a month. Raises usually are given after five years of teaching. Most of the teachers have been trained in teachers' schools. There are a few teachers who earlier had been housewives. Because of a shortage of teachers they were enrolled in the teachers' school in a training course for a short period. After graduating from the teachers' school they were assigned here to teach.

Children join various groups which we call training courses, according to their own interests. There is a special department for these groups. Someone raised a question regarding teaching methods. We run the school by an open door policy. Teacher Yuan will answer this question.

In order to respond to this question I would like to give an example in teaching Chinese. In Chinese language for the third grade pupils we have a text praising the fine qualities of former poor and lower-middle peasants. By studying this text, the students learn from the fine qualities of former poor and lower-middle peasants from childhood. Most of the children have been brought up in city, so they never get in touch with the peasants. In addition to studying this text, we invite peasants to give us lectures and we take the children to the countryside. The peasants tell us very inspiring and touching stories about what takes place during the autumn harvest in the countryside. For instance one commune member got up very early and went back home much later. Why did he get sorry and go back? Because, he said, "I want to use every single minute to harvest so that we can make greater contributions to the State." Another example is a barefoot doctor who, after taking part in labor with the peasants, went back home to pay visits to the patients in their homes.

We have learned a lot from the stories told by peasants. After the commune members give lectures, we organize children to go to the countryside to work together with the commune members. Obvious enthusiasm for their work is shown by the commune members. Finally, the teacher uses this text giving the students questions to help them use their minds.

One paragraph in the text describes a commune member who couldn't sleep because he recalled what had happened during the daytime.

The teacher posed the question to the pupils, "Why couldn't this commune member, who was tired because he had worked for the whole day, not go to sleep in the bed?" When the teacher raised this question the pupils had their own experiences in the countryside to draw on. They had worked together with the peasants and they saw with their own eyes that commune members work very hard. They also knew that after the peasants finish their work and go home, they still think of the collective interests and how they could make a greater contribution and harvest more grain for the State. This is what prevented them from going to sleep. At the moment the teacher raised this question, you can imagine the atmosphere in the classroom when every pupil, drawing on his own experience, tried to answer the question. The discussion helped the pupils to understand the text and helped them to raise their consciousness. They learned a great deal as a result of taking part in physical labor with the peasants in the countryside. We run the school on an open door policy and teach by the method of elicitation. This helps the pupils to increase their ability to analyze questions and to solve them.

A question was raised in regard to the Little Red Soldiers. Eighty-five percent of the pupils are Little Red Soldiers. There is no Little Red Soldier organization in the first grade. Generally speaking, Little Red Soldiers are comparatively advanced among the pupils. The pupils sign up for the organization, and a discussion is held regarding their ability to meet the requirements. Our answer is very brief, but perhaps it will help you to understand the Little Red Soldiers. Considering the long distance from Sian to our school in Shanghai, you must be very tired. We hope that this visit will help to strengthen the friendship and understanding between peoples of China and the United States. Please give our best regards to the American people, especially the pupils in the United States.

(Response) We would like to say thank you to the chairman and say that we regret very much that we don't have further time. We would like to stay for several hours. We've been very much impressed with the school and especially with the children. They are very talented and we enjoyed them very much.

May we give to the students some cards from our city and our University? The children may also enjoy a frisbee and a Black Beauty coloring book. Thank you very much.

BRIEFING AT PAN PO PEOPLE'S COMMUNE

Shanghai, 7-19-77

BRIEFING AT PAN PO PEOPLE'S COMMUNE

SHANGHAI

7-19-77

Today the American friends have come to visit our commune. On behalf of the Revolutionary Committee and commune members I extend a warm welcome to you. I would like to introduce Miss Ching, a member of the Revolutionary Committee, and the Vice Chairman of the Women's Federation of the Commune. These gentlemen are members of the staff from the office of the Revolutionary Committee. My name is Mr. Cha, and I am Vice-Chairman of the Revolutionary Committee. Now I am going to give you an introduction to the commune.

Our commune is called the Pan Po People's Commune. Our commune is nearby the city of Shanghai and we mainly grow vegetables. In the commune there are nine production brigades. The brigades are divided into 78 production teams.

The commune has 4,500 families with a population of 20,000, of whom 12,500 are laborers. The commune has 800 hectars of cultivated land.

After Liberation in 1949, land reform was carried out in China, and the peasants here, in response to Chairman Mao's call to get organized, began to take the road of collectivization. In 1953 socialist nature cooperatives were set up. In 1955 advanced cooperatives called full socialist nature cooperatives were set up. When we developed the first cooperatives, Chairman Mao gave us instructions. He said that the experience of these cooperatives was not only good for reference for the peasants nearby the city, but also would be good for the peasants in other areas.

Chairman Mao's instructions greatly encouraged us to take the collective road. With the increased development of production, on September 27, 1958 eleven cooperatives merged into today's people's commune. That is to say, on September 27, 1958 the people's commune was set up.

Since Chairman Hua smashed at one blow the Gang of Four, great changes have taken place in our commune. The commune members now foster the idea of farming for the revolution and growing vegetables for the people. The output of vegetables last year was 95,000 kilos per hectar, showing an increase of 30% over the output before the Cultural Revolution and 250% over the output before the formation of people's commune.

Question: How many hectars in an acre?

One hectar equals 15 mu and one mu equals 0.16 acre. That's about 2-1/2 acres to a hectar.

The variety of vegetables has increased from 75 to 208, and now every day we deliver vegetables to the market of the city. We deliver one hundred and fifty thousand kilos per day.

Our commune takes raising of green vegetables as our main task, but we also have an all around development--forestry, animal husbandry, side line occupations, fishery, etc. Last year we raised 26,000 pigs. We also raised 115,000 chickens last year. At present we have 310 milk cows. Last year we delivered 750,000 kilos of milk to the state. Forty thousand sq. meters are devoted to mushrooms, and last year we sold to the state, 200,000 kilos of mushrooms. Besides, we also raise fungi sheep, rabbits, fish and cultured pearls.

In addition, we have planted trees around the village, along the banks of the river, and along the two sides of the road. We have tried to green our commune, and that has now been realized.

With the development of production, mechanization in the commune has been increased step-by-step. At present we have 30 trucks and 140 tractors which are from 10 to 50 horsepower. We also have nine tug boats and we have 500 pumps including night soil pumps. We run eight small factories which serve agriculture, sideline occupations, and the life of the commune members. With the development of production, the education, health, and welfare of the people's commune also have improved.

Each family got 1000 yuan income last year, and they each spent half for food, clothing, everything. They can save the other half. This shows an increase of more than 50% over the income of rich peasants or peasants at the time of Liberation.

The aged people who have no families are guaranteed food, clothing, fuel, education, and health care--the commune provides everything for the aged people who have no families.

In 1968 the cooperative medical service was introduced in the commune. Every adult commune member pays just two yuan per year. Each child pays one yuan a year and then he can get free medical treatment. The commune has a hospital, each brigade has its own clinic, and each production team has one or two health workers. Generally speaking, common diseases can be treated in the brigades or in the commune.

The commune has a sparetime peasants college, one senior and junior middle school, and seven primary schools. Ten years of education has been popularized in the commune.

The brigades and teams run their own nurseries and kindergartens to give the children some education before school. The commune has its own broadcasting station, a film production team, a library, and cultural centers. Each production team has one, two or three TV sets. We also devote spare time to physical and sports activities and recreational activities according to the season. This makes the peasants' lives rich. Normally the peasants build their houses by themselves. The commune gives them help and materials. The commune members own their own houses. Besides this, the commune has set up two peasant villages. At present we are still tending the peasant villages. The commune members say the people's commune is fine, and the guarantees provided by the commune are due to the leadership of the Party and Chairman Mao, and now Chairman Hua. We are studying the fifth volume of Chairman Mao's works, and we use the weapon of Mao Tse-tung Thought to criticize the Gang of Four, especially the crimes of the Gang of Four in sabotaging the movement to learn from Tachai in agriculture. We further wage the movement to learn from Tachai since Chairman Mao said to the peasants in China, "In agriculture learn from Tachai." Tachai is the advanced brigade in China, and it's a model brigade in China's agriculture. In 1964 Chairman Mao called on the whole nation to learn from Tachai in agriculture, to learn from taching in industry, and to learn from Lei Feng. These are good examples for the peasants, workers and everybody. But the Gang of Four sabotaged this movement and they opposed Chairman Mao's instructions, so the peasants here criticize the Gang of Four's crimes in sabotaging the movement of learning from Tachai. Get the idea?

We are determined to implement Chairman Hua's instructions to grasp the key link and run the country well. We are determined to do the job better in the commune, and we try to build our commune into a Tachai type people's commune.

Now I would like to invite our friends to see our farm lands, peasants' families, a small factory, and a nursery-kindergarten.

Question: Will we come back here for questions?

We won't come back here. We can sit in the small factory for discussion.

Home Visit at Commune

M. Eugene Gilliom: What would we like to know from this lady, does anyone have any questions?

Question: What is her name?

Madame Chen.

Question: Would you tell her that she has a lovely house and that we are very thankful that she would let us into her home.

I express a warm welcome on behalf of my family.

Question: How long has Madame Chen lived here?

I have lived in this apartment for seventeen years.

I used to live in another village before liberation. We lived in small huts.

Question: Could she tell us something about her life before liberation?

Before the revolution my family had no land, so we had to rent the land from the rich peasant landlords. Although we worked very hard from morning to night we still had nothing left to wear and eat. At that time I had no furniture at all, nothing in the rooms, and this furniture was all bought after the liberation.

This is my daughter's room.

Question: How many people live here?

Four--daughter, son-in-law, granddaughter, and myself.

This house is owned by the commune. The vice-chairman said the commune built two new peasant villages, so they pay rent to the commune.

Question: How much?

Three cents per square meter. She has four rooms. For every room she pays 1 yuan plus 40 cents rent per month.

Question: Is there a cost for electricity?

About 1 yuan 20 cents a month for electricity. They also have running water. It costs 30 cents for running water for a family for a month. We also use well water for washing. It costs 14 yuan a month for grain for three persons.

Question: Does her son-in-law live here?

No. He works in Canton.

Question: How often does she see her son-in-law?

He comes back once a year, and my daughter visits him once or twice a year.

Question: The son-in-law and daughter spend very little time together. Does that make them sad?

My daughter could live and work in Canton with her husband, but she wants to look after me. I'm aged, so she lives with me.

Question: Does her daughter work here? What kind of work?

She is a worker in the commune factory. I'm a farmer in the production of tea.

Question: With two or three people working in this house, what is the total income?

My daughter and I work in the commune. Every month we get 45 yuan total. At the end of the year we can get 600 yuan. My son-in-law's wages are 50 yuan a month.

Question: What kind of work does Madame Chen do?

She still works growing vegetables in the fields.

Question: Would you ask her what would make her life better here? Is there something she's hoping for? Something that she would like that would make her life better?

I am satisfied with today's life. I feel very happy. We have a private plot for growing vegetables for ourselves, and I also raise chickens and ducks, mainly for eggs. Every month my family spends 7 or 8 yuan for buying meat and fish and 5 yuan are spent for oil, vinegar, etc.

Question: Is she able to save some money per month?

I mentioned that every month the family here gets 45 yuan, and my son-in-law sends 30 yuan to the family. We can save 30 yuan a month. At the end of the year we've got 600 yuan. We spend 100 yuan for a big celebration, the spring festival. Five hundred yuan can be saved.

Question: What are they saving for?

I'm from the older society and I am used to a hard life. I often tell my daughter to lead a plain life, so we save a lot of money. We have not planned to spend this money, but I think we would like to build our own house and we can do it. Now we have no actual plans.

Question: Does she have a sewing machine?

Yes.

Question: Can you ask her what her favorite radio program is?

I'm country folk. I'm a country woman. I like local Shanghai opera and storytelling. Sometimes I like to listen to the new operas. I didn't attend school and only can speak the Shanghai dialect. I can't understand other dialects or Mandarin.

Question: Does she know about the Gang of Four? If so, what are her feelings about the Gang of Four?

Yes, I know about the Gang of Four. The Gang of Four had bad influence here. Our commune grows vegetables, but the Gang of Four said the commune should grow grain to support ourselves. In that case we grew less vegetables, so it made a shortage of vegetables in the city. It's bad for the city people. We used to grow vegetables here. We have no skills or experience in growing grain. When we started to transplant rice, much trouble, and the output was lower. Under the leadership of Chairman Hua Kuo-feng the Gang of Four was smashed. Big plans for production have been practiced very well in the commune. The mistakes of before have been corrected, so we are happy and we had a celebration. I made two red lanterns for the celebration.

Question: In the new society, what she would consider to be the qualities, the traits of an ideal citizen?

A good citizen should do good things at all times and serve the people. Don't do anything evil or bad to the people. If you find someone doing bad things, then you should advise them, educate them, help them correct their behavior.

Question: Is that different from the old society?

In the older society we had some local despots, rascals. They could bully the people at their will. You would not dare say anything. These rascal despots are now supervised by the people, and many young people have volunteered to do good things for the people, so I think it's now good.

Question: What does she think of Americans?

I don't know about America. I think the American people are great people as are the Chinese people. The people are the same. I think the people are good, but the American government in the past waged many aggressive wars. You know I suffered a lot from the war in old China from the Japanese and from Chiang Kai-shek. Americans also helped Chiang Kai-shek, so I resent aggressive war. At that time I had six brothers and sisters. Only two are left. My sister and I live now. Four of them died during the war.

Question: How often is she visited by friends such as ourselves. How often does she have visitors come here?

I have many friends, a sister, and a brother-in-law who often come here. Foreigners do not come much. Perhaps once before.

Discussion at the Completion of the Visit to Pan Po People's Commune

You have just seen a little of our commune because of limited time. Your leader suggested that we should have some time for discussion. May we have your questions now?

Question: I would like to know how many middle school graduates are here now who have been assigned to this commune. Also, how many middle school graduates who have come to this commune have gone on to the university in the past five years?

Question: Who decided that this commune should build pumps and make drills? From where would that decision come?

Question: What type of breeding programs do they have for milk cows? Do they breed for milk production or do they breed for style and conformity of the cow?

Question: Do they raise some chickens for eggs and some chickens for food? Do they have two different strains of chickens?

Question: How many are in the parttime college? How many hours do they go to the parttime college? What subjects do they study?

Question: What do the chickens eat?

Question: You try to be like Taichai. What do you still have to do to be like Taichai?

Question: How do they determine how much to feed each milk cow?

Question: I think I understood the vice-chairman to say that there are 20,000 members of the commune, 12,000 of them workers. That would mean that there are 8,000 children not working but there are 5,000 families. That is a very small number of children per family. Do I understand the figures correctly?

Question: How do they determine how much fertilizer to put on the crops?

On the question of the middle school graduates who are working on the commune, there are 1,500. Some are middle school graduates from the city who have worked here about 2 years. About 30 have already been sent to college.

Question: Over what period of time have thirty been sent?

Since 1971. Not including the thirty college students, a little more than 20 have graduated from the teachers school and have already become teachers.

Question: How many middle school graduates per year normally would be sent to this commune from the city?

Thirty per year.

On the question about the commune-run factories, every year we hold a commune members congress. Our congress makes plans for the factories and decides what we should make and how much machinery we should make.

Milk cows...now we have Dutch and Shanghai cross-bred milk cows. We are now experimenting which is best--Dutch or Shanghai or Shanghai/Dutch crossbred milk cows. We are just experimenting.

The fodder for the milk cows--usually we use rice stock, straw, corn, barley, carrots, vegetables and grasses. In summer we mainly give the milk cows green leaf vegetables or carrots or broccoli. In winter--dry rice stock and barley. The amount of fodder to give to the milk cows depends on the different milk cows. For instance, a cow that is producing milk will get more grain, barley, carrots and vegetables. For the calf, more grain.

On the chicken farm we raise not only laying chickens but also chickens for meat. Thirty percent are for eggs. We use these eggs for breeding good quality of chickens.

Fodder for chickens is grain, minerals, fish powder or greens--vegetables, grasses, things like that.

Peasants college--we have two classes with eighty students. One class we call the "theory class." In it we mainly train people for their brigades and production teams as political study coaches. The second class we call the "vegetable class." In it we mainly train the students to be agricultural technicians for brigades and production teams.

Under the leadership of our wise Chairman Hua we want to build our commune into a Tachai type commune. A Tachai type commune has six criteria. So we work from these six criteria.

Question: What are the criteria?

1. Orientation toward Socialism.
2. Firm leadership by the leading body of the commune.
3. The output of grain or vegetables should be higher than others.
4. Cadres should take part in physical labor.
5. Scientific experiments should be carried out and farming should be done scientifically.
6. We have very good water conservancy projects.

At present we are studying Chairman Hua Kuo-feng's speech at the Second Conference of Learning from Tachai. I gave some books to some of you, and, yes, our chairman has visited the Tachai brigade. At present we are holding study classes to help commune members to study policies and principles of agriculture as laid down by Chairman Mao. We try our best to build our commune into a Tachai type commune.

Question: May I ask in what ways is this commune falling short of becoming a Tachai like commune.

Compared with Tachai our achievements are small, but the cadres are educating the commune members with the Communist spirit. But, in this particular job we have not done well, so we now are educating the commune members so that they will make bigger contributions to the motherland.

The commune is located along the delta of the Yangtze River. Conditions are better than Tachai's. Tachai is located in a mountain area. They farm on the terraced lands, but their production is better than ours. Their output is higher than ours. Tachai people can tap the water from the river up in the mountain but here we have plenty of water. The job here is to drive the water into the sea. We have too much water.

In Tachai the brigade worked hard with the commune members in the fields, but here we did not do well as they did. If you don't take part in physical labor you can't be cadres, but here we don't do well.

The land laborers in Tachai can build plateaus on the mountains but here it is a problem. The land is too high or too low. We didn't level the land very well.

After smashing the Gang of Four under the leadership of our wise leader Hua Kuo-feng, we are confident that we will build our commune into a Tachai type of commune, step-by-step. We have many plans and steps and gradually we will build a Tachai type commune. Now we are very happy, we are glad, and we can go all out to build this commune into a Tachai type commune to make up for the loss cost us by the Gang of Four.

As I said, there are 20,000 people in the commune. Twelve thousand five hundred are laborers, 4,500 are students and pupils in primary school and middle school. Another 3,000 are aged people, infants, babies, and children in the nurseries and kindergartens. We have gained by using the family plan because we encourage the young people to get married later.

On the question of using fertilizer for growing vegetables, each team can decide on the basis of the varieties of vegetables which fertilizers to use. Mainly we use organic fertilizer as the base.

Question: Do you lose a lot of fertilizer in the water?

We use twenty percent chemical fertilizer. Sometimes we use chemical fertilizer like nitrogen. It is good for some crops but it is bad for other crops, so some commune members use chemical fertilizer, ammonia. The crops look green very well and nice, but the output is not high.

Question: How many hours of the week do they spend studying in the college?

Two nights and two half-days a week. The rest of the time they work while studying in their own teams.

Question: May I say thank you to the vice-chairman for the visit, and, although they may not yet have reached the level of Tachai, we think they have a very good commune. And I would like to thank them for letting Becky milk their cow. I would like also to give them a picture of our university, presented with sincere thanks in the spirit of friendship by members of

The Ohio State University Study Tour to the People's Republic of China, Summer 1977.

You are welcome to come again in the future. Perhaps you will find some changes in our commune as we attempt to become more like Tachai.

Give the regards of China's peasants to the farmers when you go back to the United States.

BRIEFING AT THE SHANGHAI MUNICIPAL PRIMARY/MIDDLE SCHOOL FOR THE BLIND

Shanghai, 7-19-77

Briefing at the Shanghai Municipal Primary/Middle School for the Blind Shanghai

7-19-77

First of all, on behalf of all the staff members of this school for the blind, I wish to extend a warm welcome.

I would like to introduce to you the comrades sitting here.

I am Mr. Wu, Chairman of the Revolutionary Committee of this school.

Mr. Ching is a teacher in the school.

Mr. Chang is also a teacher.

Student representative are Wong and Wu.

For the program this afternoon we will have an introduction and then will have a look around. Then we will return to the reception room for discussion.

Mr. Ching will give us a brief introduction.

We are so glad to have the opportunity to meet friends from America. This is the primary/middle school for the blind in Shanghai. We enroll blind students from ages 8 to 18 from the Shanghai area. The length of schooling for primary school is 5 years and 3 years in middle school, so altogether it is 8 years.

Since the school was set up, we have graduated more than 500 blind students. The majority of graduates are working in the factories near Shanghai or in Shanghai proper. The minority are working in agricultural work, and some of them have remained as teachers in this school. Some of them are engaged in doing massage. More than 220 blind students are studying at present. We have 16 classes. Twelve in the primary school and four in the middle school. One class in the middle school is for training doctors for massage.

For the students of this class we invite a doctor to teach them. They also do massage on patients when they study in classroom. Last year this class cured more than 100 patients of suffering from illness by using massage.

We have a teaching staff of 101 and 11 of them are blind. We are divided into five departments: Department of Education, Department of Life (How to Take Care of Themselves), Logistics Department, Department of Braille Printing, and the Department of Running the Factory Within the School. The most important task for this school, according to the policy set by the Party, is to educate blind students to be workers with Socialist consciousness and culture. The pupils are disabled, but they still can make contributions to the State.

In order to realize this goal, we have blind students study politics, military affairs, and culture, as well as learning from industry and agriculture.

In addition to these subjects, we also teach them skills. We stress the ability of feeling, so whatever they meet they can recognize what it is. For instance we have the students feel objects such as grass or a cap to give them an idea of what it is like.

We help students to organize political study groups so that they can study Marxism, Leninism, Mao Tse-tung Thought.

After the publication of Chairman Mao's Fifth Volume, most of the blind students read through it and most of them read it twice. We organized blind students to attend a meeting to criticize bourgeois ideas and the crimes committed by the Gang of Four. This helps the students to raise their political consciousness in the struggle against the enemy, both abroad and at home. At present the students are very active in the movement to criticize the Gang of Four, and many of them have written articles repudiating the crimes committed by the Gang of Four. Some of them composed a children's song and they sing this song to express their indignation of the Gang of Four and their love for Chairman Hua.

In order to help blind students foster the idea from childhood of loving labor, we have a school-run workshop and a small school-run farm. Because of the interference of the Gang of Four, our school was influenced so that the primary students felt that there was no use in their studying. The teachers, knowing the difficulties of blind, had a strong desire to help the blind students to learn. But, if the teachers put stress on education they would be criticized as putting culture above all and giving priority to intellectual development. This was causing confusion in the minds of the teachers.

At that time many teachers felt that nothing they did seemed right. With the downfall of the Gang of Four most of the teachers have been liberated.

In our primary school all students stay in the school dormitory so they have no spare time. After school we organize students to carry out various activities: physical training, art and literature activities. We put stress on physical training in this school. Since they can't see, it influence their physical development. By taking part in physical training, it helps to strengthen their ability and to build up their health. For instance, to develop the ability to balance we encourage them to go around alone. It is better if they can take care of themselves independently.

In the evening we often organize them to sing songs, and they listen to TV. Sometimes they are taken to a cinema to listen to the film. Sometimes we take them to the public park to give them an idea about the environment in the park, and we often take them to the children's palace and they go through different training courses. They often are taken to call on families and to make social investigations. Students sometimes go to the airport. We let them feel the aircraft, we tell them about the task of air force, and we take them to the machine gun units and explain the task of PLA. Wherever we go we receive the support of the society. We receive a great deal of help in arranging whatever the Blind School wants.

The Party and the government take great care of the Blind School. They have been happy to invest in this school. For instance, blind students go home once a week by the school bus. Most of students, if they have economic difficulties enjoy subsidies and they study free of charge.

With the hospital nearby we often send the doctors here to inspect the students' eyes and other kinds of illness.

For instance last year doctors were sent to the school for general eye examinations. Twenty-four blind students had trouble with their eyes, but they could be improved and the doctors operated on them. After the operations almost all twenty-four blind students regained much of their vision. The students are blind, but the majority of them are optimistic and are happy. This is my brief introduction.

If you have questions we will come back to the reception room for further discussion.

(During the tour of the school.) Could the student show us how rapidly he can read in braille?

The title of this book, Chairman Hua is the Wise Leader of Our Party. (Student reading braille.)

"When Chairman Hua mounted the rostrum in Tien AnMen Square and saw millions and millions of Chinese people...."

How long has he been blind?

When he was child at the age of 6 his vision was getting worse and at age of 14 he had completely lost his vision. Detached retina.

How old is he now?

He is 17 years old.

What would he like to do? What kind of a job would he like to have?

At present I am studying massage. Of course I would like to be a good doctor of massage in the future.

He's an impressive young man. Please tell him that.

Wherever he goes, no problem.

What'shis name?

Wong Su Ming.

Discussion Following a Tour of the Blind School

How do the students get jobs after graduation?

They are assigned by the State to a factory nearby.

Do all the students work in the school factory at one time or another?

In this factory, yes.

Does the education for the blind start at age 8 or do they have some kind of education before they're 8?

No, because before they went to school most of them stayed at home. So no special education.

Are the students provided with mobility training?

Yes, when we enroll new students we help them to increase their ability to know what happens around them. For instance, middle school students go to the factory and learn from industry. They can go independently, in spite of the factory's being two or three kilometers away. They can go alone and return to the school. The physical training teacher teaches them how to balance and to use their strength on foot so that they don't go astray.

Are there students here who are partially sighted and who can read large print?

Yes, we have magnifying glasses.

Within the compound each class has its own plot for farming, and the teacher takes them there to do some farm work.

Do the teachers have special training for the blind?

Before they come here they have no special training. Most of teachers, after graduation from teacher's college and teacher's school, are assigned to work here. After they come here they spend two months in special training to become teachers of blind students.

Is there a number one contributing factor to blindness in China?

The majority were born blind. Some of them became blind after they were born because of illness, such as this young girl, who once had a tumor in her brain. After the operation her eyes affected, then she lost her vision. Some of them are blind because of a tumor in eyes or because of infection.

Do the blind students go on to the university?

Most graduates from this school work in factories and some of them work in the countryside. Some of them, after they work in the factory, join a July 1st college run by the factory. Up to now none has been recommended to the university.

There must be many more blind people in Shanghai than can be admitted here. How does the school decide which children can come here?

Before we enroll new students we publicize through broadcasting and newspapers, and we ask the neighborhood committees to make propaganda about this blind school.

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We planned to enroll two classes of students this year, but finally we only enrolled one class of fourteen. There were not as many as we expected.

Based on our experience, I would say there ought to be in Shanghai somewhere between 1400 and 1600 fully blind children, so there must be many more children whose families keep them at home when the family ought to really send them to school.

Parents often keep their children at home because although they are blind, they love them very much.

They mean to love them but they don't love them enough?

Indeed when the newcomers come to this school they can't walk independently, so why keep them at home? We just mentioned that through broadcasting and the newspapers we publicize the school, but still some stay behind at home.

We'd like to say thank you to our hosts and to the students.

We appreciate the visit very much and these are tokens of our appreciation.

On behalf of our students and the teachers we wish to extend our warm feelings and to say that we are very thankful for your precious gifts. Indeed, your visit encourages us to do our work well--to make more contributions and to train the blind students well so they can serve the State well.

VISIT TO A NEW WORKERS' RESIDENTIAL AREA

Shanghai, 7-20-77

Visit to a New Workers' Residential Area
Shanghai
7-20-77

We are very glad to have American friends as our guests. First of all, on behalf of the Revolutionary Committee and inhabitants here I want to extend a warm welcome to you. (Vice-chairwoman of the Revolutionary Committee speaking)

Thank you.

I would like to give you an introduction about our residential area. Ours is a worker's residential area. Before Liberation it used to be a wasteland, criss-crossed with stinking ditches and graves, and the only poor people lived here. After Liberation, under the concern of the Communist Party and Chairman Mao, the people's government began to rebuild this worker's residential area in 1952, so our residential area was built step-by-step.

The residential living quarters cover an area of 2 sq. kilometers, with a floor space of 849,300 sq. meters. There are 13,500 families with a population of 56,700. Most of the inhabitants here work in the factories nearby. A few inhabitants are from Tong Chi University, but 80 percent of the inhabitants here are workers, so we call our living quarters the worker's residential area.

Before Liberation the laboring people used to live in small huts in slum areas. After Liberation they moved into new apartments where electricity, running water, gas and sanitary facilities are provided. So compared with the past, the living standard of the laboring people has improved, and I think with the development of the Socialist economy in China our people's living standard will be further improved. In our area there are seven middle schools, eleven primary schools, six kindergarten, seven nurseries and one hospital and ten clinics.

A commission center was set up in our area with more than fifty shops, such as department stores, grain stores, vegetable markets, a bank, a post office and etc. This has made it convenient for the inhabitants here.

In the past a great majority of the women had no jobs to do, so we called them housewives. In 1958, the year of great Leap Forward, former housewives were organized to take part in production, so at present these former housewives work in ten small factories, six service stations and three canteens. These services mainly serve the big factories and the inhabitants in this area.

We women run factories in support of Chairman Mao's instructions to be self-reliant in running enterprises with industry and thriftly. For instance, at the beginning of the establishment of our garment factory, we had only several women and no equipment at all. So the women had to take their own sewing machines to the factory. They gradually accumulate public funds by making clothing. At present we have more than 100 sewing machines which are equipped with motors.

As another example, we have factories for making parts for the machines. At the beginning there were only forty women. At that time they had no idea about technology and they had no equipment or no machines. Well, we women went to the big factories to learn skills and we borrowed machines from the big factories, and step-by-step we accumulated the money for buying machines and for building houses. At present the factory has 800 workers, and now we have our own machines. The women say, under the leadership of the Party and with the help of the big factories, we, having red hearts and two hands and, displaying the spirit of self-reliance, have shown that everything can be accomplished by ourselves.

In our area there are more than 2,500 retired workers. As you know, in China, men workers retire at 60 and women at 50. Women staff workers or women cadres retire at 55. After retiring they get 70 percent of their original wage and free medical treatment, so the retired workers are leading a happy life.

From six to eighty years of age our residents are all conscientiously studying Chairman Mao's quotations and Chairman Mao's Fifth Volume, and we are also carrying out a movement to learn from Tachai and Taching. We are determined to turn our worker's living quarters into a Taching type village.

We older workers often tell the younger generation about the bitter past and give them education about class struggle. We are determined to carry out Chairman Mao's behest and carry the revolutionary cause pioneered by Chairman Mao through to the end under the leadership of our wise leader Chairman Hua.

As a residential area, this is not a production front. Rather, it is a rear area of the production front. Our main job is to keep the residential area neat and clean. The inhabitants here are in great unity, so this is a kind of great support to the production front.

This completes my brief introduction of our living quarters.

Thank you. I suggest, friends, that we now visit the primary school and the kindergarten. First we will walk around here and then visit the small hospital. This hospital is a basic hospital in the city, and its main job is prevention. We will then see a small factory run by the former housewives. Finally, we will call on the families. As I know our friends are from the Ohio State University, I suggest that you call on teacher's families. These teachers are from Tong Chi University, so you can talk about mutual interests with them.

Meeting in Professor's Apartment

This is Mr. She Quan Hua, a Professor of Tong Chi University, and this is Mrs. She.

Professor of what? What does he teach?

He is a civil engineer.

How long has he taught at the University?

Thirty years.

Do they have children?

One boy and one daughter.

How old are their children?

Thirty four and thirty.

Where are their children living now?

We live together. Mother, daughter, daughter-in-law and son and son-in-law.

We have four rooms, one kitchen and one bathroom.

Mr. Xia describe for us what happened to him in Shanghai at the university during the Cultural Revolution.

The Great Proletarian Cultural Revolution was a great mass movement, and the revolution in the schools was meant to criticize bourgeois educational ideas in the schools. So we professors who graduated from college before Liberation, of course, had some old ideas. At the beginning of the Cultural Revolution our older ideas were criticized by the masses. During the criticism we stopped our teaching jobs for awhile.

How has his teaching changed since the Cultural Revolution?

With the help of the workers and masses our ideas have been changed, so we are trusted by the masses again to be professors and teachers.

Before the Cultural Revolution I just taught the students in the classrooms. I spoke and the students just listened to me. Now we combine theory and practice. This is a new way for us. I'm teaching about a running water project, so sometimes I take the students to the running water factory. What I teach can now be combined with practice.

How many classes per week does the professor teach?

Before the Cultural Revolution I taught twelve hours a week. Now if I teach in the University it is still twelve hours, but sometimes we go to the factory with the students, so sometimes more hours are involved.

Is he involved in research and writing?

At present we write or compose teaching materials, and we teachers along with students also join in a project which is handling waste water. So first we research to analyze the waste water and solve this problem.

Does the faculty have any voice in the governing of the University?

On the Revolutionary Committee we have representatives of professors and teachers and students. I myself have been appointed as the vice-chairman of our department. So, sure, we have a voice in the management of the University.

We've seen how middle school graduates become teachers, but how does someone become a professor at a university?

Take my son-in-law for instance. My son-in-law also teaches at my university. He has been a teacher for many years. I think, according to his knowledge, he could be promoted to assistant professor, but at present, school authorities don't promote teachers to the rank of professor.

Is there special training for a teacher to become a professor? Do they go through training where they perhaps learn even more about their particular field?

They graduate from the university and usually remain in the university to become a teacher or professor. They also work outside the university, doing research projects and making a contribution. Of course we have postgraduate study. Many such teachers are up to the standard of assistant professors, but up to now our state does not evaluate the teachers and professors, so we just call them teachers.

There are ranks, is that correct?

We no longer have ranks of teachers and professors.

The ranking of teachers and professors stopped during the Cultural Revolution, however, professors who lectured before are still professors.

Don't ask this question if it is inappropriate. At home we wouldn't ask this question, but I'm curious about his salary.

He would like to tell you everything.

Does he realize that this would be an inappropriate question in the United States?

That is all right. Feel free to ask anything.

What is Professor Xia's monthly salary?

My family has four people who are working now. My wife taught primary school, but now she has retired. My son-in-law is a teacher at the university, my daughter is a technician at a factory, and my son is a chemistry teacher in a middle school. The total income of my family is 463 yuan a month, including my wife's pension.

Every month we pay rent, gas, running water, and electricity. Altogether about 26 yuan. Rent 10 yuan per month, electricity 4 yuan, 4 yuan for running water, and 8 yuan for gas.

How much money do they spend on food per month?

In my family it is from 15 to 20 yuan a person a month.

We use our savings mainly to buy special things and for festivals and vacations.

We travel to other parts of China.

We don't worry about sickness because we enjoy free medical treatment.

Did you ask him specifically what his salary is?

254 yuan.

Does he receive an increase in his salary every year?

The policy of wages in China is not like that. For those with high wages there is no increase. Rather, we try to increase the lower wages and reduce the gap between high and low wages.

How does the professor feel about that?

It is my feeling that compared with the young people, my contribution is smaller than theirs. They are healthy and strong and their contribution is bigger than mine. I'm old and my contribution is smaller than theirs, but I get a higher wage than they do. If the State would increase my wage, I would feel ashamed.

That's very unAmerican. What would be the beginning wage of a beginning professor?

It is difficult to say because I was a professor more than thirty years ago.

I'm assuming that they have always lived in the Shanghai area. Have they done much traveling in other parts of China?

I was graduated from Ching Qua University in Peking, and at the time of resistance against Japan I went to work in Sangshi Province. Then I came to work in Shanghai. Last year my wife and I went to Peking, Hangchow, and Suchou.

Do they have grandchildren?

One granddaughter seven years old.

If the professor and his wife were to visit America what would they most like to see?

About forty years ago I went to America. Washington, New York and cities like that. Of course, if I had the chance I would like to go there and see if changes have taken place.

Why did he go to America?

To study at Cornell University.

I'd like to ask if there is anything he can think of that would make his life better?. . . that would improve the quality of his life or make him happier?

When we have festivals, like the spring festival in China it is a big celebration for us. We visit relatives and friends and exchange gifts.

Would you ask the professor what qualities a good professor should have?

Politics is the first thing. A professor should stand beside Mao Tse-tung thought and on the side of the proletariat. He should serve the people. Secondly, he should have serious knowledge, and should be able to write and carry out research.

This may be repetitive, but I think it's my last chance to ask this in China. What would the professor think would be the qualities of an ideal citizen in new China?

That can be answered in three words--Serve the people. In whatever we do, we should serve the people. We encourage a good quality of citizens in China.

For instance, professors like me, I don't just work for increasing my wage for my own income, but what I do is to make more contribution to the motherland and to socialism.

May I ask his age and get his full name on the tape?

I am 57 years old. My name is She Quan Hua.

DISCUSSION WITH PANEL OF SHANGHAI TEACHERS

Shanghai, 7-19-77

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SHANGHAI TEACHERS

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Friends, as you know we have visited two universities, two primary schools and two middle schools. Since you may still have some questions to be answered, today we have planned a discussion with four teachers from middle schools and primary schools in Shanghai. We will divide into two groups, a primary school group and a middle school group.

(Middle School Group)

Would you express our appreciation to Mr. Wong and Mr. Li for coming today. We appreciate very much their willingness to meet with us.

Question: Could each of them describe very briefly what they teach and in what kinds of schools they teach?

Mr. Wong is from Ching-yeh Middle School, Shanghai. He teaches Chinese. Mr. Li is from #2 Shanghai Middle School and is Vice-Chairman of the Revolutionary Committee.

Question: The first question we have on our list deals with differences in the school program. The next, physical training, military training and school records. Why don't we begin with the first one, and, if we want to expand, feel free to do so. Do all students coming through a middle school experience the same program or are courses of study individualized for each student?

The students get the same curriculum when they enter middle school. Those students who are interested in something special can get coaching from the teachers after class in their spare time. For instance, in our middle school the foreign language for the students is English, but some students like to study Japanese and French. They mainly learn from the radio because Shanghai radio has Japanese and French lessons. We teachers also help them at the class time.

Question: Everyone takes the same basic program, and if a student is interested in additional work, he does that after school. Is that correct? What if a student, for example, had special talent in dance or music. Would the student study that as something extra after school?

Yes. They can learn and get coaching from the teachers in extra curricular time.

Question: Everyone, then, has the same basic program as a minimum, and if one wants to take additional work it can be done extra-curricularly. Are we clear on that?

Yes. For instance, primary school pupils can go to the Children's Palace after school. They can learn more from there, and the students of middle school can go to Youth's Palace. Many kinds of activities there are similar to the Children's Palace, so those students who learn from these palaces come back and also help and coach their schoolmates in their own schools.

Question: The Children's Palace is for the primary grades and the Youth Palace is for the older students?

You are right.

Question: Are middle school graduates who are especially talented in sports or art areas ever assigned for further training in those special areas rather than going to the factories and fields after graduation?

Well, we have many art schools and those schools recruit their students directly from the graduates of middle schools.

Question: Are they not sent to the factories or farms?

Although those students are recruited directly from the middle school, when they study in the college or special art school they also go to the factory and the countryside to integrate with the workers and peasants and also to join in productive physical labor.

Question: Are there any students who never go to factories or farms?

None can be found.

Question: How is it decided what foreign languages shall be offered in the school and which foreign language a particular student might study?

The Education Department at the municipal level and the district level decides which schools will teach English or which schools will teach Japanese. A plan is developed.

Question: There is a department at the municipal level?

Yes. That is the educational organization at the municipal level as well as at the district level.

Question: Who makes up the membership of the organization at the municipal level? How large is the organization, and how is it decided who will be in the organization?

The Educational Department at the Shanghai municipal level is in charge of everything--universities, colleges, primary schools, middle schools. They organize the teachers to exchange their experiences in education, and they are in charge of composing teaching materials. They also organize teachers to exchange experiences in the ideological work and in teaching research, as well as assigning teachers and planning expenditures for the schools. This organization is in charge of everything.

Question: How many members are there in the Education Department?

We don't know.

Question: Do the gentlemen know if those people are appointed or are they elected--how do the members get into the Department?

I also don't know clearly about that, but as I know, some members are selected from various schools--those comrades who have rich experience in teaching and education.

Question: Are the chairmen of the Revolutionary Committees in the various middle schools in the Shanghai municipal area appointed by the education department?

I think the main leaders of the different departments, for instance, the Educational Department, work under the leadership of the Chairman of the Revolutionary Committee of Shanghai. I think the Chairman appoints or nominates the main leaders of the Department.

Question: So the Chairman of the Revolutionary Committee for Shanghai oversees the work of the Revolutionary Committees in the schools?

A school's Revolutionary Committee is responsible to the District Educational Department, and after the Educational Department of the District comes the Municipal Educational Department and then the Municipal Revolutionary Committee.

Question: Is there a District Revolutionary Committee also?

Yes.

Question: Let's see if we have this straight. There is a School Revolutionary Committee, a District Revolutionary Committee, and a District Educational Department, all of which are responsible to the Municipal Educational Department, which in turn is responsible to the District Revolutionary Committee. To whom is the Municipal Revolutionary Committee responsible?

The Educational Department is just one department under the Revolutionary Committee, so the Municipal Education Department is just one of the departments under the Shanghai Municipal Revolutionary Committee. So actually the Revolutionary Committee is the end of it.

The District Revolutionary Committee is in charge of the Health Department, the Educational Department, the Literature and Arts Department and the Streets Committees. The Educational Department is just one department under the Revolutionary Committee.

Question: How does one become a member of the Municipal Revolutionary Committee?

First the Party leaders at a high level get opinions from the masses, and through discussion, consultation, and election, they finally select members of the Municipal Revolutionary Committee. They then are approved by the Central Government. That's far from us, you know.

Question: The Central Government in Peking?

Yes.

Question: How long does one serve on the Municipal Revolutionary Committee?

After several years the Shanghai People's Congress will be held. The Congress and the committee members will be elected and re-elected again.

Question: It seems clear that the District and Municipal Revolutionary Committees make decisions on curriculum content. May we have an example of the kind of decision that would be made by a local school Revolutionary Committee?

The schools' Revolutionary Committee is in charge of education in the school. We can decide, for example, to move a teacher from this class to that class, according to the situation of the class. If a teacher works in this class well, it's o.k. If something happens we can change him to another class. We can praise or commend teachers and students, as well as criticize teachers and students if they make mistakes. Generally speaking, the Revolutionary Committee is the administrative organ of the school which is in charge of daily running of the school. If we want to have more teachers, we have to make application to the District Educational Department, and they can send the teachers to us. Decisions regarding teaching materials are also decided by the high levels, not by us.

Question: At the district level?

Municipal level.

Question: Requests for funds would be at the municipal level?

The district level. Because the city proper has 500 middle schools. The Municipal Educational Department can't take responsibility for 500 schools, so funds are handled at the district level.

Question: How many districts are there in Shanghai?

Ten districts.

Question: When a middle school graduate finishes school, at which level do they decide where that student will go for his productive labor?

The Municipal Educational Department makes the overall plan for the assignment of the students--the percentage to factories, etc. The plan is then passed on to the district. According to a municipal plan, each district makes its own plan. This practical plan is then passed on to the different schools. The schools implement the plans from the district.

Question: Are the qualifications of the student taken into consideration when making the individual's assignment? Do they consider the student's talents when deciding where the student will be assigned?

The Municipal Educational Department also makes plans regarding the numbers to be recruited for special schools and colleges, and these special schools recruit from different districts according to the plan.

Question: I have heard at various times that some middle school graduates, particularly in the large cities such as Shanghai, would rather not go to the countryside. They do not want to leave the city. They would rather stay in the city where they like to live and where they find life stimulating. Does that ever happen? Do these gentlemen know of any instances where that has occurred?

I think there are some, but very few. It is true that a few students are afraid of the hardship in the countryside, so they don't want to go to the countryside although they are assigned to do so. In that case the school, their parents and cadres from the neighborhood, even their neighbors, closely cooperate to educate those young people as to the wisdom of going to the countryside. If their ideas change then we still want them to go to the countryside. Most of the students are willing to go to the countryside. Some students are assigned to the older farms where the conditions are better than on the new farms, but the students like to go to the new farms.

Some students want to go together. That's all right. If they are good friends and relations are quite good, they can go together to the same farm or to the same production team. There was some bad influence from the Gang of Four in this regard. The Gang of Four advocated that Shanghai's educated young people should stay in the city. They claimed the city could assign them jobs in the factories and in different enterprises, so educated young people going to the countryside would be fewer and fewer. Because of the influence of the Gang of Four, some students have had problems in their minds. After crushing the Gang of Four we criticized the fallacies of the Gang of Four and these ideas, generally speaking, have been eliminated.

In China the vast countryside needs a lot of educated young people to build the backwater country into far reaching countryside. As Chairman Mao said, educated young people should go to the countryside, so, although there has been some bad influence by the Gang of Four, the great majority of young people still listen to Chairman Mao. They like to do what he said, so they are willing to go to the countryside.

Question: What is the greatest distance graduating middle school students in Shanghai are sent?

Shanghai's educated young people live in all parts of China--the border areas between Russia and China, Tibet, all parts of China. Those who go to the very remote areas make application to do so. They volunteer.

Question: After they do their productive labor in the countryside, how is the process begun by which they leave the countryside and move into a permanent type of job? Do they have to initiate the process or is it assumed that when they go to the countryside they will automatically return to where they came from originally?

That is decided by the People's Commune in the area. Of course, there are also Educational Departments in the various areas, and they make decisions on how to choose young people to go to university, college, or to other places.

Question: What are the qualities looked for in young people who aspire to become teachers?

Teachers should be loyal to the educational cause of the Party, and they should devote their efforts to education. They should understand students' ideas and know what they are thinking. Then they can give help to the students and do a good job of ideological education. If their level of vocational knowledge is high and their teaching methods are good, they will have a rich experience in teaching. They can help the students to master knowledge more quickly and better. They also can coach the students in recreational activities. Not only can teachers give help in recreation, I also think they should keep fit. They should tend to themselves. Health is important for a teacher, otherwise he can't work hard if he is always sick. They should tend to themselves in physical training and keep fit. In September or October, the Shanghai municipality will hold a congress of advanced teachers as a kind of encouragement to our teachers.

Question: But how is it decided in the commune which young people are to be chosen to become teachers? By what criteria are they selected?

The teachers college recruits the students from the countryside. The educated young people should be recommended by the former poor and lower middle peasants where they work. We see how they behave. If their ideas are good or not good, we will see. We learn if they work hard and whether they love education or not. Then they go through the examinations. If they are qualified, it's o.k. They can be recruited into the teachers college and teachers schools.

Question: So the teachers college and teachers schools close by a local commune evidently play an important part in selecting the youths to be educated further.

Enrollment is carried out at the same time by different colleges and universities, so when we go to the countryside to recruit students, the representative from a number of different colleges and universities are there.

Mainly we encourage the young people to submit to the assignment of the State. As our students often say, "We like to do what the Party says, what the State gives as an assignment." That's what we encourage. In some cases the graduates of teachers colleges and teachers universities are assigned to factories as well. They are not teachers sometimes, but if they still love education, they can be teachers in factory run schools, etc.

Question: What role do skills play in the selection process? You've talked about the importance of what a person believes, and yet I wonder if value is attached to particular skills that teachers might have. For example, we saw a young music teacher a couple of days ago who had a superb singing voice and obviously could communicate with her students and could empathize with them. She clearly was skilled. Did her skills play a part in her being accepted into a teacher training program?

We don't evaluate the teacher according to certain skills. For instance, if a teacher has skill in music or in dance, that is very good, excellent; but even if he has skill in music or dance and can't teach the students well and does not like to serve socialism, he is not welcome. Some teachers are good at certain subjects but they don't know how to teach. In that case we help them and give them reeducation until they master the teaching methods. They are welcome to be good teachers.

Question: What about a teacher who wanted to work for socialism and had good political ideology who was supposed to teach music, but he had no skill in music. Can that person still teach music?

Those teachers are also not welcome. Although they like to serve socialism and they work hard, they have no skill in music. How can they teach music to students?

I want to say something about teachers. In the past, before Liberation, some teachers had special talents, but when they worked in school they did not work hard. They did not want to teach more things to the students, but at home on their own time they recruited students and worked hard and taught them a lot of things. Some teachers made more money in this way. These teachers, I say, are not welcome. These teachers are not welcomed by socialists. So, what we like is, as Chairman Mao said, those who are red and expert. They not only have high skill but also can serve the people, heart and soul. Those teachers are warmly welcomed.

The Gang of Four made a mess in the educational front, and they labeled teachers who studied hard as experts without socialist consciousness. So, for a certain period some teachers did not dare to study hard and to raise their vocational level. If the teachers have no high vocational level, how can they sell socialism? So we encourage the teachers to be both red and expert. Our friend mentioned the teacher who had good talent in music. If he serves the people and works hard, that teacher is welcome.

Question: Are auditions ever held among talented people to decide who should have a particular position? For example, if I were a student in Shanghai and were a very good dancer, upon being graduated from the middle school, it would be decided where I should to to work. Once I went to work, that particular production brigade or commune would then decide my future. It would seem to me that I could be a very good dancer and never have a chance to prove my talents. Even though I had very good political ideology, could my production brigade decide to keep me there because they need people to hoe turnips rather than needing dancers?

Many students who have a special talent in dance or music are recruited for special schools from among the graduates from middle school before assignments to the countryside are made. They go directly from the middle school. Other graduates of the middle school who have special talents do go to factories and the countryside and farms. The factories, countryside and farms also need talented students, and they are organized into theatrical troupes at the county, commune, and factory levels, and they work at the workers' cultural palace. In their spare time they go there and learn something, and they can give performances to the workers. So if the students' ideology is good, and they like to serve the people, they can show and display their talent everywhere they go.

Question: May I ask these gentlemen if they give examinations to their students.

Yes, at the end of the term and at the end of the year.

Question: Have examinations been reinstituted since the smashing of the Gang of Four, or have they been giving examinations all along?

We had examinations before. Because of the influence of the Gang of Four some schools in some areas stopped the examinations.

Question: Do they construct their own examinations?

They make their own written and oral examination. It is decided by the school teachers themselves.

Question: What kinds of examinations are given?

There are many ways of examining. It depends on the kind of specialties--the kind of subjects. They have oral examinations and written examinations.

They have both open book and closed book examinations. Examinations are held in the classroom or outside of the school. They sometimes go to the factories and the communes to do what they learned. This is a kind of test for students.

Question: Do they give quizzes or shorter examinations in addition to the examinations given at the end of each term?

Yes, we have quizzes. For instance at the end of the last term we just gave our students a written examination in the classroom on physics. Sometimes, however, we organize students to go to factories and have examinations there.

Question: What happens to students who fail the examinations?

We ask some teachers and smart students to help them to review the textbooks, and they get another chance to make it up.

Question: Do they ever fail the second time?

Normally we try our best and use all kinds of ways to help them to catch up with their class, and to raise their consciousness, and to study hard. The very few who can't catch up with the class, although we have given them much help, will repeat the same course.

Question: Are grades assigned at the end of the school year indicating how well or how poorly a student has done?

You want to know the percentages?

Question: It could be percentages or it could be another method of measuring performance.

We have no such grades, but we commend the students. We call the advanced students 3-Good students. That means students who study well, work hard and keep fit. We commend them as 3-Good students.

Question: What's the next level of evaluation?

We call all the students to learn from those students who are commended as 3-Good students. Recently in the Shanghai municipality we held a congress of 3-Good students. We just have 3-Good students, and we don't classify the others.

Question: Does it become a matter of record that a student did well or poorly in Physics? That he passed the examinations with extremely high scores or passed them with low scores?

Yes, we have records of the students' marks and records of their ideology. The students also do self-evaluations. Their classmates make evaluations and the teachers make evaluations of the students. The reports include their three evaluations. We also have records of their test scores.

Question: When a student gets to a teachers college or teachers school, can the officials look back at those records and say, "This person would be a good physics teacher because he had good records in physics."? Does that determine what that person finally teaches?

This is part of the reference material used when recruiting the students.

Question: Can Mr. Wong tell us how he became a teacher of Chinese language?

It was different from now. When I studied in the middle school I loved Chinese literature and Chinese language, so when I finished my studies in the middle school my first wish was to go to a teachers college. Of course, the teachers from the college looked at my records, and finally the college gave me an examination. Then I was recruited into the teachers college to be educated under the Party. After graduating from the teacher's college, I was assigned to be a teacher in the middle school.

Question: Had he gone to the countryside?

Yes, I did.

Question: Was the examination that they gave an examination in Chinese?

First, there was Chinese literature, writing articles, and answering questions. Some questions were involved with history, geography, and politics as well as foreign language.

Question: In the United States we have students who seem not to have the ability to take courses in chemistry or physics. If I understand correctly, all of your students take the same courses. Do you have students who have serious trouble with particular subjects? If so, are they still required to take those courses?

We think the lessons in the middle school involve the basic knowledge of different specialties, so students should be encouraged to study all these subjects well. But some students are smart and some are not. They have different talents for different subjects. That's a problem we teachers always face. What methods should we adopt to help the students to master this basic knowledge of the specialties? We adopt the method of the enlightment and elicitation, and when we talk about theory we do the practice in the lab or in the school run factory or farm. Generally speaking this makes it easier for the students to understand. We also have different research groups, like the Chinese teachers' research group or the physics teachers' research group in which the teachers exchange experiences and teaching methods. We try our best to help the students.

Question: Who decides when a change in curriculum needs to take place, like changing a textbook or adding ten minutes each day to political education?

This is a different subject. The leading body at a high level gives us a fixed schedule. For instance, Chinese is for six lessons a week. Mathematics also six, history two, and geography two. The school just implements the schedule.

Question: If a curriculum decision is to be made, is it made at the district level, or the school level, or the municipal level.

The municipal level.

Question: Curriculum changes are made at the municipal level?

Yes.

Question: How are those changes made? How do the decisions come to the school?

They are passed to the district and to the school. We have a general teaching program. They issue a kind of document and pass it to the school.

For example, this Saturday students will start summer vacation, but the teachers will spend some days for a training class. The teachers will be organized according to their specialties into different training classes, and they will study the teaching program for the next term. They will consider how to allocate time for different subjects, and will discuss, study, and make suggestions to the Educational Department.

Question: I get the feeling that there is a constant flowing back and forth of suggestions and decisions.

Question: How frequently does the curriculum change?

Generally speaking, the Municipal Education Department issues such decisions once a term. Then the schools design their own experiences to implement the decisions.

Question: It is seven o'clock, and that is the time we agreed to finish. We could ask questions for many more hours, but would you express to the gentlemen our appreciation for their coming to join us. Thank you.